

7

Learning objectives and core contents of education

7.1 INTEGRATION AND CROSS-CURRICULAR THEMES

Instruction may be separated into subjects or integrated. The objective of integrating instruction is to guide pupils in examining phenomena from the perspectives of different fields of knowledge, thereby elaborating themes and emphasizing general educational goals.

Cross-curricular themes represent central emphases of the educational and teaching work. Their objectives and contents are incorporated into numerous subjects; they integrate the education and instruction. Through them, the educational challenges of the time are also met.

This section depicts the cross-curricular themes, but they are implemented in the various subjects, from the perspectives characteristic of those subjects, and in a manner required by the pupil's developmental phase. In formulating the curriculum, cross-curricular themes are to be included in the core and optional subjects and in joint events such as assemblies, and are to be manifest in the school's operational culture.

1. Growth as a person

The "Growth as a Person" cross-curricular theme encompasses all instruction. The goal of the theme is to support the pupil's comprehensive growth and the development of his or her life management skills. The objective is to create a growth environment that supports individuality and healthy self-esteem on the one hand, and, on the other, development of a sense of community based on equality and tolerance.

OBJECTIVES

The pupils will

- come to understand their physical, psychological and social growth, and their uniqueness as individuals
- learn to evaluate the ethics of their actions and to recognize right and wrong
- learn to recognize the importance of aesthetic experiences to the quality of life
- learn to recognize their individual learning styles and develop themselves as learners
- learn to function as members of a group and community.

CORE CONTENTS

- factors influencing physical, psychological, and social growth; recognition and handling of feelings; factors influencing mental vigour and creativity
- justice and equality
- ethical observation and interpretation of ethical phenomena
- study skills and long-term, purposeful self-development
- consideration for other people; rights, obligations and responsibilities within a group; various ways of cooperation

2. Cultural identity and internationalism

The goal of the cross-curricular theme "Cultural Identity and Internationalism" is to help the pupil to understand the essence of the Finnish and European cultural identities, discover his or her own cultural identity, and develop capabilities for cross-cultural interaction and internationalism.

OBJECTIVES

The pupils will

- come to know and appreciate their respective cultural inheritances, spiritual and material, and to see the Finnish cultural identity as an element of indigenous, Nordic, and European cultures
- come to understand the roots and diversity of their own cultures and to see their own generation as a continuer and developer of previous generations' ways of life
- get an introduction to other cultures and philosophies of life, and acquire capabilities for functioning in a multicultural community, and in international cooperation
- come to understand the component factors of cultural identity and their meaning for the individual and community.

CORE CONTENTS

- one's own culture, the culture of one's home region, and the nature of being Finnish, Nordic and European
- other cultures and multiculturalism
- human rights and prerequisites for trust, mutual respect, and successful cooperation among human groups
- internationalism in different spheres of life, and skills for functioning in international interaction
- the importance of the culture of manners

3. Media skills and communication

The goals of the cross-curricular theme "Media Skills and Communication" are to improve skills in expression and interaction, to advance understanding of the media's position and importance, and to improve skills in using the media. With respect to communication skills, emphasis is given to participatory, interactive, and community communication. The pupils are to practise media skills as both producers and recipients of messages.

OBJECTIVES

The pupils will learn to

- express themselves in a versatile, responsible way, and to interpret communication by others

- develop their information management skills, and to compare, choose, and utilize acquired information
- take a critical stance towards contents conveyed by the media, and to ponder the related values of ethics and aesthetics in communication
- produce and transmit messages, and use the media appropriately
- use media and communication tools in information acquisition and transmission, and in various interactive situations.

CORE CONTENTS

- expression of one's own thoughts and feelings, various languages of expression, and their use in different situations
- analysis and interpretation of the content and purpose of messages, change in the communication environment, and multimedia communication
- the media's role and influence in society, and the relationship between reality and the world depicted by the media
- working with the media
- data security, freedom of speech, and critiquing sources
- tools of communications technology, their diversified use, and internet ethics

4. Participatory citizenship and entrepreneurship

The goals of the "Participatory citizenship and Entrepreneurship" cross-curricular theme are to help the pupil perceive society from the viewpoints of different players, to develop the capabilities needed for civic involvement, and to create a foundation for entrepreneurial methods. The school's methods and culture of learning must support the pupils' development as independent, initiative-taking, goal-conscious, cooperative, engaged citizens, and help the pupils form a realistic picture of their own possibilities for influence.

OBJECTIVES

The pupils will

- come to understand the importance, workings, and needs of the school community, the public sector, the business world and organizations, from the perspective of the functionality of society
- learn to form their own critical opinions, making use of various types of expertise
- learn to participate appropriately and to take responsibility for the care of shared concerns in their local and school communities
- learn to confront and deal with changes, uncertainty, and conflicts, and to act with a sense of enterprise and initiative
- learn to act innovatively and perseveringly in achieving a goal, and to assess their own personal actions and their impacts
- come to know working life and entrepreneurial activity, and come to understand their importance to the individual and society.

CORE CONTENTS

- basic information about the activity of, and division of labour between, the school community, the public sector, the business world, and organizations
- the importance of democracy in the community and society
- various means of participation and influence in civic society
- networking to promote one's own and general welfare
- participating and exerting an influence in one's school and living environment, and evaluating the impact of one's actions
- entrepreneurship and its importance to society, basic information on entrepreneurship as a vocation, and getting an introduction to working life

5. Responsibility for the environment, well-being, and a sustainable future

The goal of the cross-curricular theme "Responsibility for the Environment, Well-Being, and a Sustainable Future" is to augment the pupil's abilities and motivation to act for the environment and human well-being. It is the objective of basic education to raise environmentally conscious citizens who are committed to a sustainable way of life. The school must teach future-oriented thinking and the building of the future upon ecologically, economically, socially, and culturally sustainable premises.

OBJECTIVES

The pupils will

- come to understand the prerequisites for human well-being, the necessity of environmental protection, and the relationship between the two
- learn to observe changes taking place in the environment and human well-being, to clarify these changes' causes and consequences, and to act for the good of the living environment and the enhancement of well-being
- learn to evaluate the impacts of their consumption and daily practices, and will adopt the courses of action required for sustainable development
- learn to promote well-being in their own communities and to understand the threats to, and potential for, well-being at a global level
- come to understand that, through their choices, individuals construct both their own futures and our common future; the pupils will learn to act constructively for a sustainable future.

CORE CONTENTS

- ecologically, economically, culturally and socially sustainable development in one's own school and living environment
- individual and community responsibility for the well-being of people and the condition of the living environment
- environmental values and a sustainable way of life

- eco-efficiency in production, society, and everyday ways of acting; product life-cycles
- consumer behaviour, management of one's own household, and the consumer's means of influence
- the hoped-for future and the choices and actions it calls for

6. Safety and traffic

The goals of the "Safety and Traffic" cross-curricular theme are to help the pupils understand the physical, psychological and social dimensions of safety, and to guide the pupils towards responsible behaviour. Basic education must give the pupil age-appropriate abilities to act so as to promote safety in a variety of activity environments and situations.

OBJECTIVES

The pupil will

- learn to recognize safety and health risks, to anticipate and avoid dangerous situations, and to act so as to promote health and safety
- learn to foster non-violence and to act constructively when bullying occurs
- learn to act appropriately in accident and crisis situations
- learn to act safely and responsibly in traffic
- learn to have an impact on the safety of the school environment, including the traffic environment
- get to know the welfare services in society.

CORE CONTENTS

- protecting oneself from accidents, intoxicants, and crime in one's own living environment
- environmental and occupational safety
- action models that promote health, safety, non-violence, and peace
- dimensions of violence in the immediate community and wider society
- key traffic regulations and various traffic environments
- considerate traffic behaviour, safety of the traffic environment, and safety equipment
- mapping out dangerous places in the immediate environment and improving safety
- services that promote safety
- home-school cooperation in promoting safety

7. Technology and the individual

The goal of the "Technology and the Individual" cross-curricular theme is to help the pupil both to understand the individual's relationship to technology, and to see the importance of technology in our daily lives. Basic education has to offer a fundamental knowledge of technology, its development and its impacts, guide the pupils towards sensible choices, and lead them to consider the ethical, moral and equality issues associated

with technology. The instruction must advance understanding of the operating principles of tools, equipment and machines, and teach the pupils how to use them.

OBJECTIVES

The pupil will

- come to understand technology, its evolution, and its impacts on different spheres of life, different sectors of society, and the environment
- learn to use technology responsibly
- learn to use information technology equipment and programs, and data networks, for various purposes
- learn to take a position on technological choices and to evaluate the impacts of today's technology-related decisions on the future.

CORE CONTENTS

- technology in everyday life, society, and local industrial life
- the development of technology and the factors affecting that development in different cultures, in various spheres of life, in different eras
- the development, modelling, and assessment of technological ideas; the life-cycle of products
- information technology and the use of data networks
- technology-related issues of ethics, morality, well-being, and equality
- the technology and society of the future

7.2 STUDIES IN MOTHER TONGUES AND THE SECOND NATIONAL LANGUAGE

This core curriculum specifies 11 syllabi for the subject of mother tongue and literature. These are Finnish, Swedish, Sami, Romany, and Finnish sign language as mother tongues, other mother tongues, Finnish and Swedish as second languages, Finnish for Sami pupils, and Finnish and Swedish for users of sign language. In the section on the second national language, A and B syllabi are specified in Swedish and Finnish, as are native-level syllabi intended for bilingual pupils. In addition, the Finnish National Board of Education's recommendation for the core curriculum for instruction in the native languages of immigrant pupils is included as an appendix to this national core curriculum.

In mother tongue and literature, and in the second national language, the pupil follows the syllabi mentioned in the following table, as offered by the education provider and as the pupil's parent or other guardian chooses. In the table, pupil's mother tongue refers to the school's language of instruction (Finnish, Swedish, or Sami), or another language as stated by the parent or other guardian.

PUPIL'S MOTHER TONGUE	SYLLABUS FOR MOTHER TONGUE AND LITERATURE		SECOND NATIONAL LANGUAGE	
	CORE	SEPARATELY FUNDED	CORE	OPTIONAL
Finnish	Finnish as the mother tongue	-	Swedish	-
Swedish	Swedish as the mother tongue	-	Finnish	-
Sami	Sami as the mother tongue and Finnish for Sami-speakers	-	-	Swedish
Romany	Finnish or Swedish as the mother tongue	Romany	Swedish or Finnish	-
Sign language	Sign language as the mother tongue and Finnish or Swedish for sign language users	-	-	Swedish or Finnish
Other	Other mother tongue and Finnish or Swedish as a second language	-	-	Swedish or Finnish
Other	Finnish or Swedish as a second language and Finnish or Swedish as the mother tongue	Mother tongue of immigrant pupil	Swedish or Finnish	-



7.3 Mother tongue and literature

7.3 MOTHER TONGUE AND LITERATURE

Finnish as the mother tongue

The fundamental task of instruction in mother tongue and literature is to spark the pupil's interest in language, literature, and interaction. The instruction must be based on a community-oriented view of language: community membership and an involvement in knowledge begin when one learns to use language as the community does. The instruction must also be founded on the pupil's linguistic and cultural skills and experience, and must offer opportunities for diversified communication, reading, and writing, through which the pupil builds his or her identity and self-esteem. The objective is that the pupil becomes an active and ethically responsible communicator and reader who gets involved in culture and participates in and influences society.

In instruction in mother tongue and literature, the pupils learn concepts with which to approach the world and their own thoughts in linguistic terms; they acquire not simply means of analysing reality but also possibilities to break loose from reality, to construct new worlds and connect things to new contexts.

Mother tongue and literature is an informational, artistic and skill subject that acquires its content from linguistics, the study of literature, and the communication sciences. The subject's foundation is a broad conception of text: texts are spoken and written, imaginative and factual, verbal, figurative, vocal, and graphic - or combinations of these text types. The instruction must take into account that the pupil's mother tongue is the basis of learning: for the pupil, language is both an object and tool of learning. The task of instruction in mother tongue and literature is to develop language-based study and interaction skills systematically.

The learning of a mother tongue covers the areas and tasks of language broadly. The instruction must develop interaction skills and a knowledge of language and literature in new and increasingly demanding language-usage and communication situations.

GRADES 1–2

The key task of mother-tongue-and-literature instruction in the first and second grades is to continue the language learning that has begun at home and in early, especially pre-primary, education. The instruction is to consist of comprehensive oral and written communication that is connected with the pupil's day-to-day life, encompasses all areas of language, and supports the pupil's personal language learning. The instruction must make allowance for the fact that the pupils may be at very different phases of their learning processes.

OBJECTIVES

The pupils' interaction skills will increase

The pupils will

- become accustomed to interactive situations at school
- learn to listen with concentration
- learn to ask and answer questions, and to relate their own knowledge, experiences, thoughts, and opinions
- develop their overall linguistic and physical expression.

The pupils' reading and writing skills will develop

The pupils will

- learn the basic techniques of reading and writing, and the concepts that are necessary in that learning; they will come to understand the importance of practice and regular reading and writing
- develop their reading and writing skills, including their media literacy, as well as their communication capabilities in an information-technology learning environment
- learn to observe themselves as readers and writers
- learn gradually to take into account conventions of written language when writing their own texts.

The pupils' relationship with literature and language will take shape

The pupils will

- become acquainted with the written form of language through listening and reading; their imaginations, vocabularies, and ranges of expression will be enriched, and they will obtain material for their thought and expression
- learn to choose reading material that interests them and to read books that correspond to their reading skills
- become accustomed to examining language and its meanings and forms
- become accustomed to texts being spoken of with such concepts as sound, letter, syllable, word, sentence, terminal punctuation, heading, text, and image.

CORE CONTENTS

Interaction skills

- oral and written expression in various school interaction situations, and one-on-one, small-group and class discussions
- focused, precise, and inferential listening
- reworking of things heard, seen, experienced, and read, with the help of improvisation, narration, play and drama, integrating these skills into other artistic subjects, too

Reading and writing

- diversified daily reading and writing
- analysing printed and electronic texts through group discussion
- ample practice with the correspondence between sound and letter
- practicing written and spoken standard language
- word recognition, progressing from short words towards long, unfamiliar ones; gradual shifting from reading aloud to reading silently, too
- introduction to and application of strategies that improve text comprehension
- breaking down speech into words, syllables and sounds; practice with writing words
- drawing the forms of letters, learning capital and lower-case printed and cursive letters, and combining letters (see model letters, numbers, and punctuation, Appendix 1)
- learning to hold a pen or pencil properly, use appropriate writing posture, coordinate hand and eye, and write on a computer

- spelling at the sound and sentence level: spacing between words, word division between lines, capital initial letters in familiar names and at the beginning of a sentence, terminal sentence punctuation and its use in the pupil's own texts
- production of texts based on the pupil's own observations, everyday experiences, opinions, and imagination, with emphasis on content and the joy of creating

Literature and language

- literature and other texts, the pupils listening as the teacher reads, looking at the illustrations, and gradually reading on their own
- reading and treatment of books, with reading experiences and the general experiential aspect being central; use of literature as a stimulus in creative activity
- literary discussion, in connection with which concepts of the principal character, setting, and plot; connecting the reading to one's own life, and to things previously read, heard and seen
- learning to use a library
- observing language and its forms and meanings

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE SECOND GRADE

The pupils' interaction skills will have developed so that they

- are accustomed to expressing themselves orally and know how to relate observations and experiences to a small group so that the listeners are able to follow the account
- are able to act appropriately in everyday speaking situations; they will follow the teacher's and other pupils' oral narration and discussion, strive for reciprocity when speaking and, in discussion, react to what they have heard with their own thoughts and questions
- participate with concentration in expression exercises.

The pupils' skills in reading and writing will have developed so that they

- have progressed from the initial reading phase to a phase in which basic technique is reinforced; their reading will be fluent enough to allow them to read texts intended for their age group
- have begun, while reading, to observe whether they understand what they are reading; they will be able to draw conclusions from what they are reading
- are able to express themselves in writing, too, so as to enable them to cope with writing situations in their own daily lives: they will also be able to use imagination in their writing
- are able to connect letters when writing by hand, and to produce original text on a computer
- are able to write simple and familiar words almost without error and have begun to use terminal punctuation in sentences, and capital letters to begin sentences.

The pupils' relationship with literature and language will have taken shape so that they

- look for something appropriate and pleasant to read; they will use their reading skills both for pleasure and to find information
- have read at least a few children's books appropriate to their reading skills; their media literacy will suffice to follow programmes directed at their age group

- are able to make observations characteristic of their age group about language; they will feel encouraged to analyse the phonetic and syllable structure of words and will be able both to list the letters in alphabetical order and use alphabetical order
- have become accustomed, when talking about language and texts, to using the concepts taught.

GRADES 3–5

In the third through fifth grades, the main goal of instruction in mother tongue and literature is the learning of fundamental skills in the language. The objectives of the instruction are the learning of fluent reading and writing techniques, a deepening of reading comprehension, and the augmentation of information acquisition skills. The pupil is guided in listening to, speaking, reading, and writing various types of texts.

In these years, both reading literature and diversified writing have intrinsic value, but they are also used to aid developing the pupil's reading proficiency, expressive resources, imagination, and creativity. The pupils also gain practice with sharing and processing their own reading experiences.

OBJECTIVES

The pupils' interaction skills will increase

The pupils will

- learn skills of active listening and communication in various communication situations; they will feel encouraged to take part in discussions and will try to consider the recipients in their own communications
- learn to work with text environments in which words, illustrations, and sounds interact
- improve their own narrative and overall expressive skills.

The pupils' skills in interpreting and utilizing various texts will develop

The pupils will

- learn to read various texts fluently and will become accustomed to observing and evaluating themselves as readers
- gain an introduction to various ways of reading; they will become practised in using strategies to improve text comprehension
- learn to choose appropriate reading for different purposes; they will become accustomed both to considering and expressing ideas awakened by texts, and to connecting them with their own lives and environment
- learn to look for information from different types of age-appropriate sources.

The pupils' skills in producing texts and utilizing them for different purposes will develop

The pupils will

- learn to create a variety of texts, both orally and in writing
- develop their self-expressive skills; they will become accustomed to evaluating their own expression, and their vocabularies will grow and become more precise

- learn to write fluently by hand, gain experience in producing various texts with a word-processing program, and learn to use different means of communication.

The pupils' relationship with language, literature, and other culture will deepen

The pupils will

- become acquainted with the culture of both their own country and other peoples through literature, theatre, and film
- read an ample amount of varied literature for children and young people and learn to select reading material that is interesting and appropriate to them; their positive attitude towards reading will be preserved
- nurture their interest in the operation of language; they will come to understand the basics of grammatical description and will learn both to note the different languages being spoken in their environment and to place value on those languages
- gain a basic knowledge of the media and utilize communications media purposefully.

CORE CONTENTS

Interaction skills

- observation of interaction and introduction to basic factors in communication
- giving accounts and explanations, presenting one's own opinion, doing business, formulating questions, taking turns in conversation, and practising active listening
- exercises in expression

Text comprehension

- practice in listening with comprehension and concentration
- skimming, reading to search, literal reading, and inferential reading
- anticipating the content and structure of texts on the basis of illustrations, headings, and prior knowledge and reading experiences
- distinguishing main issues from secondary ones, summarizing, using intermediate headings, posing questions, taking notes, drawing conclusions, and evaluating things read and heard
- preparing outlines and schematics, considering a text's ideas, and comparing texts

Preparing compositions and oral presentations

- preparing and using glossaries; establishing contact with an audience; sequencing and illustrating a presentation, speaking clearly
- explaining and depicting a familiar matter; narrations with plots; assembling acquired information; expressing and justifying an opinion
- planning, preparing, and adding finishing touches to one's own text
- receiving and giving feedback
- learning to use headings and paragraph breaks
- learning to use clear, fluent handwriting
- fundamentals of spelling; practising the use of standard language

Information management skills

- use of various non-fiction books
- analysing different types of non-fictional texts
- introduction to the grouping and contents of library materials, practice with searching for and reserving books, simple information retrieval from data networks, and phrases of information retrieval, with guidance

Tasks and structure of language

- examining the meaning of words in textual context
- grouping words on the basis of meaning and inflection
- role of inflection in text sentences
- sentences as structural and mutually connected units
- comparison of spoken and written texts

Literature and other culture

- ample reading of, and listening to, the class's core complete works and shorter texts, and numerous optional books, as well as their treatment and the sharing of personal reading experiences
- key literary concepts such as plot, principal character, minor character, and setting, as well as the use of those concepts
- searching for connections between literature and other artistic fields

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE

The pupils' interaction skills will have developed so that they

- venture to express themselves both orally and in writing, in various situations, and want to improve their skills in expression and interaction; they will know how to take a turn to speak in a conversation
- recount and describe their own observations and ideas, and compare them with the observations of others; in their communication they will to some extent be able to take the communication situation and means of communication into account, and will try to ensure that their own messages are understandable and reach the recipients
- know how to listen to others' ideas and how to form their own opinions; they will try to justify those opinions and will have become accustomed to evaluating what they hear and read
- know how to draw conclusions about message content and the communication situation, with respect to the techniques used in spoken and written texts
- are able to make a clear, small-scale oral presentation to a familiar audience; they will participate actively in expression exercises.

The pupils' skills in interpreting and utilizing various texts will have developed so that they

- achieve a fluent basic reading proficiency
- know how to use strategies to improve reading comprehension
- know the main phases of information acquisition

- are used to utilizing the library and capable of searching for the information they need in printed and electronic sources
- find the main elements in texts in which there are words, sound, and illustrations
- distinguish opinion in age-appropriate texts and consider the text's dependability and meaning for themselves
- use their reading skills for both benefit and fun.

The pupils' skills in producing texts and utilizing them for different purposes will have developed so that they

- know how to produce, orally and in writing, a variety of texts, such as accounts, descriptions, and instructions
- plan and develop ideas for the content of their texts and are able to construct texts based on information, experience and imagination; the writer's own voice and a growing vocabulary will be evident in their compositions
- understand the importance of sentence structure and paragraphing in analysing a text, and know how to use their knowledge in planning and producing a text that proceeds chronologically; they will know how to use sentences of different length varyingly in their texts, and how to combine those sentences with reasonable fluency
- know how to print; they will also have developed legible cursive handwriting
- are able to produce text with word-processing programs
- have mastered the basics of spelling in respect of using capital and lower-case initial letters and forming compound words; they will use terminal punctuation correctly and be accustomed to using other punctuation as well.

The pupils' relationship with language, literature, and other culture will have developed so that they

- utilize their linguistic observations and skills in producing their own texts and in understanding both their own and others' texts
- have become accustomed to examining a text as a whole, and to distinguishing between its parts; they will know how to look for and classify words in a text on different grounds, and how to group words into parts of speech on the basis of meaning and inflection
- know that tense and person can be expressed with verbs
- distinguish between subject and predicate in a simple text's sentences, and perceive the sentence as a part of the text
- know the differences between the spoken and written forms of language, and, in their own expression, make use of the division of roles between those forms
- have read the class's core complete works, an abundance of short texts, and a variety of optional books, and have investigated them using different methods
- are able to select reading that they find pleasant, and know how to describe themselves as readers; through reading they will expand their knowledge, gain experiences, and develop their imaginations
- have also acquainted themselves with the fiction of film and theatre, and fiction created through other media.

In the sixth through ninth grades, the core task of instruction in mother tongue and literature is to broaden the pupil's text skills from those needed in the immediate environment towards the requirements of both the standard language and types of text new to the pupil.

The aim is for the pupils to become more conscious of both their objectives and themselves as users of language. The pupils improve as text analysts and critical interpreters and are able to produce the texts they need in different types of communication situations. The task of the instruction is to encourage the pupil to read and evaluate literature, including various media texts. The instruction guides pupils in acquiring a general knowledge of literature and motivates them to study language.

OBJECTIVES

The pupils' interaction skills will increase

The pupils will

- improve their communication capabilities and sense of situation
- become practised in functioning purposefully and ethically as speakers, readers, and writers, building interactive relationships in various communication environments at school and elsewhere
- try to maintain an atmosphere conducive to interaction; they will become accustomed to the existence of differing viewpoints and ways of interacting.

The pupils' skills in interpreting and utilizing various texts will develop

The pupils will

- gain practice with active and critical reading and listening; their interpretive and evaluative reading and listening skills will improve
- develop their knowledge of types and genres of text and become used to anticipating what sort of way of reading, listening or acquiring information the genre of text and the objective call for
- become used to the process of obtaining and using information and learn to use many types of sources.

The pupils' skills in producing texts and utilizing them for different purposes will develop

The pupils will

- develop into versatile and independent creators of texts who know how, when speaking and writing, to make use of the language knowledge they have learned
- feel encouraged to bring up and justify their viewpoints and to comment constructively on the ideas of others
- become accustomed to planning their communication and progressing purposefully in their speaking and writing assignments
- learn, in their texts, to consider the situation, the medium of communication, and the recipient.

The pupils' relationship with language, literature, and other culture will deepen

The pupils will

- acquire a basic knowledge of their mother tongue and its structure, variations and changes
- diversify their reading pursuits; their knowledge of literature will deepen, and they will get to know both the history of Finnish literature and other countries' classics
- gain further experience with techniques of expression used in theatre and film
- acquire a sense of the power of the media and texts to produce images, shape conceptions of the world, and guide people in their choices
- gain opportunities to broaden their aesthetic experiential world; their ethical awareness will become stronger, and their viewpoints on cultures will broaden
- become tolerant of speakers of different languages.

CORE CONTENTS

Interaction skills

- basic knowledge of interaction; of the content, manner of expression, and structure of texts; and of the connection of those elements to the objective and means of the communication, and to the communication relationship
- progress according to the assignment, and diversification of genres of speech in different types of conversation and communication environment
- timing and dimensioning of speech, choice of form of language, procedure in conflict situations and utilization of differing viewpoints, giving and receiving feedback
- developing the courage and confidence to communicate: practice ways of expression and presenting and defending one's own viewpoints
- assessment of one's own media-use, reading, and communication habits and skills

Text comprehension

- practice listening for comprehension and evaluative listening
- choosing a skimming, searching, literal, or inferential way of reading; ensuring mastery of reading processes
- building bridges between the text and the recipient; sharing reading experiences
- examination and interpretation of literary texts as sources of experiences and developers of opinions
- explanatory, descriptive, instructive, narrative, reflective, and position-taking text types in factual texts and literature
- text genres central to the culture, examination of texts as structural and meaningful wholes
- examination of the verbal, visual and auditory techniques used in texts as builders of the texts' meaning
- summarizing text content, recognizing opinion materials and the author's intentions and techniques, analysis and assessment from the standpoint of impact, comparison of texts from different viewpoints
- looking for and evaluating viewpoints, values, and attitudes concealed in speech, writing, and illustrations

Preparing compositions and spoken presentations

- definition of objectives of pupil's texts and work; regularization of text-creating processes
- practice with normal methods of outlining; strengthening skills with beginning, sequencing, and ending
- orienting texts towards different target groups and various communication situations and means of communication
- production of fiction that builds new worlds and depicts the pupil's own experiences and viewpoints
- learning standard spoken language and courteous ways of expression and communication that take the listener into account
- regularization of spelling and development of a sense of clause and sentence in written language
- writing different genres of texts, both by hand and utilizing information technology
- diversification of techniques of expression

Information management skills

- acquisition of information from different types of sources: information acquisition planning and assessment of dependability and usability of sources
- learning to take notes and use simple source notations; selecting and grouping materials and assembling them into a presentation

Relationship with language, literature, and other culture

- basic knowledge of the Finnish and global language situation, and a conception of linguistic democracy and the importance of one's native language
- history and variation of the Finnish language
- characteristics of the phonetic, formal, and sentence structure of the Finnish language; comparison of those attributes to other languages
- consideration of the situational, social and geographic variation of the Finnish language, and of the grounds for using the standard language
- creating a basis for a general literary education: knowledge of main works and their writers, Kalevala, the folk tradition, and Finnish literature's main historical phases
- reading of core and optional complete works, and treatment of an ample range of short texts of various genres
- classification of literature into main genres and certain sub-genres
- basic stylistic breakdown of texts: distinguishing marks of romantic, realistic, and modernist texts
- analysis of fictional structures, using concepts appropriate to the form level
- gaining experience with theatre and films; analysis and sharing of experiences

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils' interaction skills will have developed so that they

- want and venture to express themselves in writing and orally, both alone and in a group
- demonstrate skill in inferential and evaluative listening

- know how to take a turn to speak in problem-solving and idea-sharing discussions, and in other group communication situations, and how to present a proposal, a position, a question, further information, and justifications
- further the group's attainment of an objective and know how to act constructively when people disagree about things, too
- know the main differences between the spoken and written forms of language, and take account of the communication situation, the recipient, and the means of communication, for example when choosing a form of language; they will be able, when needed, to shift from the spoken language of young people to standard spoken language
- are able to observe and evaluate their skills in their mother tongue; they will accept feedback and make use of it in developing their skills; they will also furnish constructive feedback to others and work purposefully both as individuals and in groups.

The pupils' skills in interpreting and utilizing various texts will have developed so that they

- know how to hold a discussion with a variety of texts - to ask questions, summarize, comment, disagree, present interpretations and assessments, and consider the text's connections to their own experiences and ideas
- know the potential for using various texts and know how to orient themselves in many types of text environment
- read texts, including various media texts, using the appropriate reading method
- distinguish between normal text types within entire texts
- recognize typical genres of everyday, media, and literary texts
- know how to compare texts, and how to find the essential elements of content, the author's opinion, and its justifications
- are able to summarize a fictional text's plot, to prepare character descriptions, and to follow the characters and the evolution of their relationships
- know how to describe a poem and present ideas about it
- know that a text has an author and a purpose that influence its content, form, and manner of expression
- are able to make observations and draw conclusions about the visual and auditory techniques of texts
- are able to make observations about language techniques; they will notice, for example, the connections between the text's purpose and tone, on the one hand, and, on the other, word choices, the figurative language employed, sentence forms, and idioms differing in terms of stylistic value
- are able to use the concepts taught regarding language information and text information in observing texts, and to use literary knowledge in handling fictional texts.

The pupils' skills in producing texts and utilizing them for different purposes will have developed so that they

- know how to use a library, orally transmitted information, data networks, and factual and literary works in obtaining information; they will know how to choose and state their sources
- know the process of preparing a composition or a spoken presentation, and apply their knowledge when producing texts
- assemble adequate materials for their presentations, organize them, and bring out what is essential to the matter; the train of thought in their texts will be easy to follow
- are able to prepare oral and written texts for different purposes, including descriptions, narratives, definitions, summaries, reports, letters, applications, letters to the editor, and other position-taking and reflective texts
- are able to produce their texts both by hand and with a word-processing program, and to utilize information technology and the media in their work in other ways, too
- know how to utilize their language skills in producing texts and how to make stylistic, vocabulary, and structural choices; they will know how to regulate the structure and length of sentences and, as needed, how to condense their texts
- apply, in their texts, their knowledge of spelling practices, the differences between spoken and written language, and ways of showing courtesy.

The pupils' relationship with language, literature, and culture will have developed so that they

- have achieved a reading proficiency adequate for reading entire books
- can find factual and fictional literature and other texts that interest them, and are able to justify their choices
- have read both Finnish and foreign poems, fairy tales, fables, short stories, representative dramatic texts, and cartoons, and know both poems from Kalevala and other elements of the folk tradition; they will have read at least the jointly agreed-upon number of complete works
- know the main genres of literature, the main stylistic range of texts, and some literary classics representing different eras
- are able to discuss their experiences of reading and viewing texts with others
- know how to talk about the phonetic, formal, and sentence structure of language, and about vocabulary; they will have a knowledge of the parts of speech and the key parts of a sentence; they will know the main distinguishing features of the Finnish language and be able to compare Finnish to other languages they have studied; they will have a conception of linguistic relationship, and of the languages related to Finnish
- know that the Finnish language varies according to the situation, user, and geographic area
- know that language changes; they will have a knowledge of the mother tongue's status among other languages, and in a multicultural linguistic community; they will be familiar with Finland's linguistic situation and have a basic knowledge of the languages spoken in Finland.

Swedish as the mother tongue

In instruction in the mother tongue and literature, an effort is made to awaken the pupils' interest in language, literature, and interaction. The tasks of mother tongue and literature as a subject are to further strengthen individual and cultural identity and to develop thinking, creativity, an aptitude for ethical deliberation, and an ability to communicate with others. One's native language, learning in which begins at home and in early and pre-primary education, forms the foundation for all learning and information acquisition.

Mother tongue and literature is both a life management subject and a key informational, skill, and cultural subject. The subject derives its content primarily from the communication sciences, linguistics, and literary studies, as well as cultural research. With the aid of reading, writing, and spoken communication, the pupils assimilate new concepts and learn to see the connections between things, to think logically, and to consider and take positions on phenomena in their environment. Through literature and pictorial communications media, they acquire knowledge and encounter various cultures. Instruction in literature also supports the development of personality. Through mother-tongue-and-literature instruction, and in conjunction with other subjects, efforts are made to foster a functional integration of different informational and skill areas. The subject is based on a broad conception of texts – meaning that they may be founded on fiction or fact and be handwritten, printed, graphic, or electronic. This broad conception of texts encompasses media texts, voice, illustrations, mime, and combinations of these - in addition to spoken and written texts.

Oral and written mastery of the mother tongue – that is, the language of instruction – constitutes a prerequisite for learning and active social participation and influence. It is therefore important that the school offer diverse opportunities for language development in this subject as in other basic education subjects. Pupils in many of Finland's Swedish-language schools have varied language backgrounds, and their abilities in the school's language, Swedish, can be very varied even within the same class. It is essential that this variation be noted in all of the school's instruction – and not least in mother-tongue-and-literature instruction – so that the linguistic identity of all pupils, and their ability in the school's language, are supported and strengthened.

GRADES 1–2

In the first and second grades, the school must provide scope for the pupil's personal language development. The pupils are often at very different stages of language development: some are just beginning to acquaint themselves with the letters, while others are already reading books by themselves. The primary aim of instruction in mother tongue and literature is to give pupils the chance every day to read, write, and speak in functional and communication contexts so as to gain new information, skills, and experiences. In this fashion the pupil's language development as a whole also receives support. The various areas of language proficiency do not develop in isolation from one another; their development must be seen, rather, as an integrated whole.

OBJECTIVES

Communication

The pupils will

- want, venture, and know how to express themselves in various communication situations at school
- know how to listen with concentration
- be accustomed to taking part in conversation by asking and answering questions, informing, and communicating their knowledge, experiences, thoughts and opinions.

Reading and writing

The pupils will

- grasp the fundamental idea of reading and writing
- learn the basic reading and writing techniques and fundamental linguistic concepts such as sounds, letters, the alphabet, syllables, and words; gain an understanding of larger units such as a clause, sentence, or text; and understand the importance of practice and repetition in learning to read and write
- learn to ponder their own reading and writing, and text content
- gradually learn the written form of Swedish and begin to use the normative system of the literary language in writing their own texts
- receive opportunities to develop their knowledge of and skills with communication, for example with the aid of information technology.

Language, literature, and culture

The pupils will

- come to understand language as a phenomenon by listening to someone read aloud, discussing the content of texts, reading, and writing; they will come to understand the correspondence of content and idiom
- learn the written form of the language, and receive both stimuli for their imagination and material for their own writing and thought
- receive guidance in finding reading that is interesting and appropriate to their individual reading skills.

CORE CONTENTS

Communication

- oral and written expression in different communication situations at school; participation in one-to-one, small group and class discussions
- treatment of things heard, seen, experienced and read, with the aid of improvisation, narration, play, and drama
- focused, precise, inferential listening
- reading poems and nursery rhymes, and learning them by heart
- integrating verbal and non-verbal expression by using aesthetic forms of expression

Reading and writing

- diversified development of reading and writing skills with the aid of imaginative and non-fictional texts
- writing printed letters and, gradually, using cursive letters
(see model letters, numbers, and punctuation marks, Appendix 1)
- practice in drawing letters and combinations of letters, concomitant with practice with proper pen or pencil grip and good writing posture
- practice in developing a writing rhythm and in writing by hand and on a computer
- practice in using a computer mouse and in drawing and writing on a computer; strengthening hand-eye coordination abilities
- writing texts based on experiences, opinions, observations and imagination
- use of initial capital letters, punctuation marks, word breaks, and line changes
- grasping the correspondence between sound and letter
- introduction to the literary and spoken standard languages
- recognizing short, familiar words and progressing towards recognition of longer, less familiar words; shifting from reading aloud to silent reading
- working on the basis of texts, sentences, words, morphemes and sounds, and thus developing linguistic awareness
- use of key reading strategies such as discerning content and type of text with the aid of headings and illustrations; slowing reading down at natural points to facilitate understanding
- distinguishing between the essential and nonessential in a text; integrating the text with one's own experience and knowledge of language
- becoming accustomed to the difficulty of words, sentences and text segments; practice in discovering their meaning from the surrounding text
- examining printed and electronic texts through discussion
- breaking down speech into words, and words into morphemes and phonemes; practice in writing words pronounced phonetically
- realizing that spelling and pronunciation can diverge from each other

Literature and language

- diversified introduction to fictional texts
- listening to fairy tales, poems, narratives, and cartoons read aloud and to oneself; getting acquainted with literature in the form of illustrations, film, theatre, and digital texts
- reading books, discussing their content, and writing about them so as to focus on experiential qualities and the sharing of reading experiences
- discussion of literature and assimilation thereby of concepts such as principal character, setting, theme and plot; use of literature as a source of inspiration for one's own written and oral output
- using a library
- observation of language and consideration of the form and content of language

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE SECOND GRADE

Communication

The pupils will

- have become accustomed to expressing themselves orally and will know how to relate their experiences to a small group so that the listeners understand the message
- distinguish between syllables, sounds, and rhythms, and know how to play with language; they will understand rhymes and weigh the form and meaning of words
- know how to express themselves appropriately in day-to-day speaking situations
- know how to listen with concentration to the teacher and one another
- take part in conversation naturally and further the course of the conversation with their own comments and questions.

Reading and writing

The pupils will

- read smoothly, with relatively few errors, texts appropriate to their stage of development; their reading technique will have become automatic, and they will recognize familiar words easily
- recognize details but also understand a text as a whole, and hold a dialogue with the text; they will have acquainted themselves with strategies that promote reading comprehension and be able to use those strategies when needed
- observe their comprehension while reading
- want and know how to express themselves in writing, for the needs of different situations
- be able, in their writing, to relate experiences based on imagination and fact (tai factual experiences)
- write by hand, and be able to connect letters to each other and to produce their own texts on a computer
- know the spelling of frequently occurring words
- be able, at least sometimes, to begin a sentence with a capital letter and to use punctuation at the end of the sentence.

Language, literature, and culture

The pupils will

- begin to understand language as a phenomenon; they will be able to some extent to discuss linguistic expressions and texts
- have assimilated an adequate vocabulary and an ability to comprehend age-appropriate printed and media texts
- be motivated, active readers who know how to obtain interesting age-appropriate literature on their own
- have read numerous children's books and be reading diversely, at the same time processing the feelings and thoughts awakened by imaginative texts.

In the third through fifth grades, the key objective of instruction in mother tongue and literature is to develop the pupil's basic skills in functional contexts. The pupils' skills in reading comprehension and information acquisition deepen. Much time is devoted to the reading of literature and factual texts, and to diversified writing. Skills in reading, writing and oral expression are reinforced. At the same time, support is given to the development of the pupil's imagination, creativity, and personality.

OBJECTIVES

Communication

The pupils will

- learn to participate actively in communication situations
- learn to listen, and to receive and share viewpoints and feedback
- learn to function and obtain information in text environments in which words, illustrations, and sounds interact with the reader
- learn to take account of the recipient in communication situations.

Interpretation and use of various texts

The pupils will

- learn to read and interpret various texts, using reading techniques typical of good readers
- learn to choose appropriate literature; they will become accustomed to pondering the ideas and experiences conveyed by the texts, and to comparing them with their own life experiences, thereby expanding their conception of the world
- learn to pose questions and draw conclusions on the basis of what they have read
- learn to search for information in many types of age-appropriate sources.

Production and use of various texts

The pupils will

- learn to organize various texts both orally and in writing
- develop a capability for clear self-expression, expand their vocabularies and stores of concepts, and develop their sentence structure in appropriate contexts
- learn to write fluently in cursive; they will gain experience with producing a variety of texts with a word-processing program
- learn to examine and apply the basic rules of literary and spoken language in functional contexts.

Language, literature, and culture

The pupils will

- learn to depict linguistic structures and basic linguistic concepts
- feel encouraged to read an abundance of literature for children and young people; they will learn to select literature that interests them

- encounter the cultures of other countries through literature, theatre, film, and other media; they will be offered opportunities to experience the connection between literature and other arts
- acquire a basic knowledge of means of communication, and learn to utilize them in appropriate situations both at school and during free time
- learn to notice and respect the languages spoken in the immediate environment, and to recognize the languages of the neighbouring Nordic countries.

CORE CONTENTS

Communication

- introduction to the foundations of communication; observation of various communication situations
- narration and description, expressing personal opinions and conceptions, posing questions, participating in discussion
- listening and expressing oneself as required by the situation
- development and enrichment of expressive ability through aesthetic techniques of expression

Text comprehension

- anticipation of a text's contents and structure on the basis of illustrations, headings, and prior reading experiences
- distinguishing a text's themes from its details and summarizing a text's contents
- use of outlines and schematics, posing questions about a text, comparison of different types of texts, consideration of text content

Writing and speaking

- becoming accustomed to making presentations, establishing contact with an audience, analysing one's own speech
- relating and depicting a familiar matter; drafting a story of one's own, with a plot; assembling information into a whole; expression and justification of opinions
- planning one's own text; crafting and editing texts
- paragraphing; use of main and intermediate headings
- giving and receiving feedback about texts
- fluent writing, in cursive, with clear handwriting
- learning the rules of standard language
- practising the fundamentals of spelling

Information management

- use of various dictionaries and other reference works
- improving comprehension of factual texts
- introduction to the library; information retrieval and looking for different types of books
- practising simple methods of obtaining information from the internet; guided practice with the phases of information retrieval

Language, literature, and culture

- observation of language and its task
- classification of words; diverse linguistic experimentation
- recognizing parts of speech, inflections, sentence structure, and subject and predicate
- understanding the most obvious differences between spoken and written language
- ample reading of various texts; introduction to literary genres such as the narrative, the fairy tale, drama, lyric poetry, and comic strips
- reading of, or collective listening to, numerous children's and young people's books and shorter texts; treatment of those books and texts
- describing reading experiences – both personal and those shared by the class – through narration, discussion, writing, or dramatization
- introduction to the main concepts needed in analysing and discussing literature
- introduction to Swedish and Nordic children's literature, and to the languages of neighbouring Nordic countries

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE

Communication

The pupils will

- strive to develop their abilities in oral and literary expression, in various communication situations
- take part in discussions; relate and depict their own observations, thoughts, and opinions; and compare them with the observations of others
- strive to reach the recipient in their communications; they will to some extent be able to adapt their way of speaking to the communication situation and means of communication
- want and know how to listen to the thoughts and viewpoints of others, and be able to express their own opinions both verbally and utilizing non-verbal communication
- perceive the key content in various texts, including those that contain words, illustrations, and sound
- be able to give a short, clearly structured oral presentation to a familiar audience
- participate actively in the opportunities offered by drama and other aesthetic modes of expression.

Interpretation and use of various texts

The pupils will

- know how to read fluently
- know how to use numerous reading strategies and how to establish a dialogue with the text
- understand what the knowledge acquisition process means
- know how to use the services offered by a library and how to find appropriate information from both printed and electronic sources
- find the essential information in age-appropriate texts and have tried to apply source criticism in practice

- read imaginative texts, from which they will receive both knowledge and pleasurable experiences.

Production and use of various texts

The pupils will

- know how to produce various texts, such as stories, descriptions, and informative texts, both orally and in writing
- have written numerous texts for various situations and have become accustomed to planning, editing, and improving their texts
- be aware of both the search for ideas and the accumulation of knowledge and experiences, as part of the text-planning process
- understand the importance of paragraphing in organizing a text and know how to formulate texts logically
- master both printing and cursive writing, have developed legible handwriting, and have become used to producing texts with word processing software
- know how to use dictionaries and other linguistic aids to attempt to improve their vocabularies
- understand the differences between the spoken and written forms of language well enough so that it is evident in their own texts
- know the principles of spelling in respect of using capital and lower-case letters, and in the case of ordinary words written contrary to their pronunciation; they will know how to apply the main rules of punctuation and the spelling rules for compound words.

Language, literature, and culture

The pupils will

- make use of their knowledge of language and use their language skills to understand and produce texts
- know how to reflect on the relationship between words, clauses, sentences, and the content and form of texts
- know how to consider the differences between spoken and written language
- know how to operate with words in different parts of speech, to inflect common words, and to distinguish subject and predicate in a simple sentence
- have read the complete works chosen by the class together, numerous optional books, short texts, and lyric poetry
- be able to select reading that interests them and, to some extent, know how to describe themselves as readers
- strive to process their knowledge and experiences and to develop their imagination with the help of reading
- have acquainted themselves with fictional texts with the aid of film, theatre, and other media
- know the languages spoken in their immediate environment and in the neighbouring Nordic countries.

In the sixth through ninth grades, the objective of instruction is to broaden the pupils' command of language and text. The pupils' experiences with a variety of texts are expanded and deepened, and they learn to develop their language usage to meet the demands of the standard language.

During this period, the pupils become increasingly conscious of themselves as readers, speakers, listeners, and writers. The aim of the instruction is to stimulate the pupils both in reading literature and media texts and in pondering their content. With the help of literature they encounter different cultures and gain knowledge. The pupils' ability to interpret, analyse, and produce texts improves, they become increasingly conscious users of language, and they experiment in diverse ways with the use of words and forms of language.

OBJECTIVES

Communication

The pupils will

- gain confidence with communication situations and become conscious of the demands of those situations
- develop their social and ethical skills in different communication situations, both at school and elsewhere
- become aware of how an atmosphere conducive to communication is created and become accustomed to various viewpoints and ways of expression.

Interpretation and use of various texts

The pupils will

- strengthen their skills in the interpretation and evaluation of texts and develop into active and reflective readers and listeners
- improve their understanding of genres of text and become accustomed to predicting what sort of skills will be needed in reading, listening to, and processing various texts
- progress in their usage and knowledge acquisition skills, taking advantage of many types of sources.

Production and use of various texts

The pupils will

- develop into text producers with diversified vocabularies and their respective individual styles; when speaking and writing, they will know how to make use of the language skills they have learned
- want and venture to express and justify their opinions and to comment on the ideas of others constructively
- be used to planning and organizing their communication, both spoken and written
- learn to take the recipient, the situation, and the medium of communication into account when producing a text
- improve their vocabularies in functional contexts.

Language, literature, and culture

The pupils will

- learn a basic knowledge of the Swedish language and its structure, grammar, variation, and development
- augment and deepen their reading and literary pursuits by reading the literature of Finland, the Nordic countries, and other countries
- broaden their literary experiences with the help of theatre and film
- get an idea of the power of texts and the media to produce images, shape one's view of the world, and affect people's choices
- get an introduction to different cultures through literature, the theatre, and other media; develop their ethical consciousness; and gain aesthetic experiences
- develop their linguistic tolerance and appreciate linguistic variation among different users of language.

CORE CONTENTS

Communication

- understanding the connection between a text's content, form and manner of expression; applying this connection in various communication situations
- discussion and dialogue in functional communication situations
- taking the stylistic and linguistic-form demands imposed by the situation into account in a communication situation
- strengthening communication skills and the desire to communicate, expressing one's own opinions, justifying those opinions
- reflecting on one's own skills in reading, communication, and use of the media

Text comprehension

- practice with reflective listening and reading, and with listening and reading for comprehension
- treating fictional texts in different ways, such as author-, text-, and reader-oriented analyses
- treating factual texts that represent key text genres
- examining texts as wholes having structure, a specific purpose, and a specific manner of use
- pondering the meaning of texts on the basis of experiences gained from the texts and other experiences
- examination and evaluation of factual texts, summarization of content, separation of fact from opinion
- examining and evaluating the aims and techniques of the producer of a certain text, particularly when dealing with media texts
- weighing linguistic, visual, and auditory expression in a variety of texts
- conducting a dialogue with a text and sharing reading experiences with others
- analysis of the aims of a text and modes of expression

Writing and speaking

- development of communication abilities and an individual manner of expression in appropriate contexts
- process- and objective-oriented work in the production of text
- production of different types of texts for different target groups, both by hand and using word processing software
- assembling and presenting one's work
- consideration and reworking of information
- writing fictional texts conveying experiences from the world of imagination
- experimenting with words, clauses, and sentences orally and in writing
- experimenting with language, for example with the aid of drama
- spelling practice in appropriate contexts
- use of standard language both orally and in writing
- learning the rules of standard language, spoken and written, and the principles of preserving its purity

Information management

- planning and organizing information acquisition
- acquisition of information from different sources; examination of the appropriateness and dependability of various factual texts
- consideration and reworking of collected material in the course of the information acquisition process
- practice with note-taking and simple source notations
- selecting, outlining, and presenting material

Language, literature, and culture

- examination of social, geographic, and contextual variation in the Swedish language
- basic knowledge of the importance of one's native language, and of the Finnish and Nordic language situation, from the global and democratic perspectives
- introduction to the main elements of the sentence structure of Swedish, with emphasis on word order, structure, the clause, and the sentence
- experimentation with, and utilization of, different word choices, word meanings, and stylistic levels
- recognition of the main genres of factual text
- reading, study, consideration, and analysis of Finnish, Nordic, and other countries' literature
- ample reading of collectively chosen and optional novels or books for young people, as well as reading of poems, short stories, and other types of short prose
- reading and treatment of Nordic myths, legends and fairy tales, as well as key works in Finland-Swedish literature

- introduction to the main stylistic genres of literature, and to a few other genres, such as the short story, the novel, the fairy tale, myths, and scientific literature
- recognition and application of key literary analysis concepts appropriate to the age group
- familiarization with a few of the characteristics of literature's main stylistic movements, such as romanticism, realism and modernism
- literary and cultural experience in the form of theatre, film, and other media; analysing those experiences and sharing them with others

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

Communication

The pupils will

- want to express themselves orally and in writing, both as individuals and in a group, and will strive to establish contact with the audience
- know how to listen in a focused way; they will take part in problem-based discussion and be capable of participatory, analytical dialogue
- respect other speakers, accept divergent opinions, and be able to take part in discussion constructively, for example by posing questions, making proposals, and justifying their viewpoints
- know the central differences between spoken and literary language, be aware of the potentials and limitations of individualized language, and be able to adapt their language usage as required by the situation and medium of communication
- accept feedback and utilize it to develop their own skills; they will also know how to give constructive feedback to others and will be able to work both as individuals and in a group.

Interpretation and use of various texts

The pupils will

- know how to conduct a dialogue with a fictional or factual text; they will justify, interpret, analyse, comment on, and pose questions about texts
- know how to express thoughts and feelings awakened by a fictional text they have read, and how to consider the text's theme, plot, characterization, and content, as well as its relationship to their own thoughts and experiences
- know how to use some of the main concepts of linguistic, literary and text analysis
- know how to read lyric poetry and how to express the thoughts and feelings that a poem awakens
- know how to act and obtain information in a variety of text environments, and know about different genres of texts and their tasks
- understand that a text has a purpose and a sender who is crucially important to the text's linguistic appearance, form, and content

- read and understand various texts, including media texts, and employ functional reading strategies
- know how to weigh a text's visual and auditory expression
- recognize genres of normal fictional text and different styles of factual and media texts – news reports, advertisements, and various articles, in particular – and be able to take an analytical and critical stance towards them
- know how to distinguish what is essential in a text, to interpret texts, to recognize value judgments, to summarize content, and to compare different types of texts
- know how to use a library, and to utilize reference works, databases, fictional texts, factual texts, and orally conveyed information as sources
- know how to pick the essential information out of different sources and weigh the reliability of sources.

Production and use of various texts

The pupils will

- know the process of preparing an oral or written text and be able to apply their language skills in producing a text
- know how to gather adequate material for their presentations, and how to organize and analyse the material
- know how to organize their oral presentations so that the gist of the presentation is communicated to the listeners and it is easy to follow the text's train of thought
- be able to produce many types of fictional and factual texts, such as descriptions, narratives, definitions, summaries, letters, applications, letters to the editor, and other texts arguing an opinion
- be able to produce their texts both by hand and with a computer program, and to take advantage of information technology and different media in other ways in their work, too
- know how to write with relatively few errors; they will understand the importance of the rules of language and be able to apply those rules so that language structures, punctuation, and spelling are correct for the main part
- command an adequately large and usable vocabulary, although idiom passed on from the Finnish language, dialectal idioms, or idioms with the character of spoken language may appear
- make observations about themselves individually as readers, speakers, and writers
- know how to adapt their knowledge of language and the differences between spoken and written language so that the choice of vocabulary, style, and structures of their texts are appropriate.

Language, literature, and culture

The pupils will

- have achieved a reading proficiency adequate for reading complete works
- find literature that interests them and acquire knowledge from scientific and/or fictional literature, and via other media
- know the most important distinctive features of the Swedish language and be able, to a certain extent, to compare Swedish with other languages, especially Finnish, other Nordic languages, and the foreign languages they are studying
- be familiar with the breakdown of parts of speech, the system of inflection, and sentence-parsing, as well as the principles of word order; they will know how to experiment linguistically
- know how, as individuals, to depict themselves as readers and justify their choices in literature; they will have read at least those complete works that the class has together chosen to read
- have read Finnish, Swedish, other Nordic, and other foreign literature, such as poems, fairy tales, narratives, short stories, serial publications, excerpts from plays, Nordic myths and fairy tales, and key works of the Finland-Swedish authors
- know the main genres of literature, a few main stylistic orientations, some classic works, and a few of the main, fundamental works of Finnish, Nordic, and world literature
- know how to debate issues of literature, the theatre, and film, and how to share their experiences with others
- know how to interpret and examine the information conveyed by different media
- be somewhat familiar with the variation and development of the Swedish language; they will know that language is a constantly changing, evolving cultural phenomenon that is dependent on the users of the language, and on geographic, social, political, and historical factors
- be able, on the basis of what they have learned, to understand and ponder the role and importance of one's native language, in comparison with other languages, in a multicultural language environment
- see the Swedish spoken in Finland as part of the Nordic language community; they will consider the Finland-Swedish language variety from the global perspective, too, and will understand the importance of language and mother tongue to the individual.

Sami as the mother tongue (Eatnigiella)

The instruction may be given in any of the three Sami languages spoken in Finland: North, Inari, and Skolt Sami. The task of mother-tongue-and-literature instruction in Sami is to offer the pupil diversified linguistic and literary experiences in interactive situations, as both recipient and producer. Instruction in mother tongue and literature has to support the pupil's growth into bilingualism and reinforce the child or young person's self-esteem. The objective of the instruction is that the pupil acquire opportunities, tools, and concepts for organizing his or her thoughts, expression, and knowledge. In applying new knowledge in a variety of language-use situations, the pupil is guided towards a critical approach.

Instruction in literature and Sami as the mother tongue must offer the pupils experiences of success both as group members and in their individual work, and motivate them to improve their proficiency in their native language. In the later school years, the mother tongue skills that develop in first- and second-grade instruction become the key tool for self-expression and the acquisition of knowledge and skills. The basic mother tongue skills acquired from instruction in literature and Sami as the mother tongue furnish the pupils with possibilities for widening their experience and cooperation to Sami-speaking children and young people who live in other Nordic countries and Russia. At the beginning of basic education, the instruction must make allowances for the pupils' varying skills in Sami.

GRADES 1–2

In the first and second grades, the primary task of instruction in mother tongue and literature is to cultivate the learning of basic language skills that has begun at home and in early and pre-primary education. The instruction must consist of comprehensive oral and written communication that covers all the areas of language, is relevant to the pupil's daily life, and supports his or her individual language learning. The instruction must make allowance for the fact that the pupils may be at very different stages of both their language learning and their learning processes generally.

OBJECTIVES

The pupil's interaction skills will increase

The pupils will

- become used to interactive situations at school
- become practised in playing with language by means of nursery rhymes, other children's rhymes, and stories
- learn to ask and answer questions; to relate their own knowledge, experiences, thoughts, and opinions; and to make one-on-one and small-group presentations
- learn to notice the internal dialects of their own language.

The pupil's reading and writing skills will develop

The pupils will

- learn the basic techniques of reading and writing, as well as the concepts necessary in learning them; they will come to understand the importance of practice and regular reading and writing
- gradually learn to shift from reading aloud to silent reading
- learn to write short texts about familiar things, and to take conventions of language into account in their writing
- increase their vocabularies
- become practised in asking about or searching for the meaning of unfamiliar words
- learn to notice the most common differences between their own dialects and the standard language
- learn to observe themselves as readers and writers
- develop their reading and writing skills and media literacy, as well as their communication capabilities, in an information-technology learning environment.

The pupils' relationship with language and literature will take shape

The pupils will

- become acquainted with Sami-language children's literature and the Sami narrative tradition
- become acquainted, through their listening and reading, with the written form of the language; their vocabularies, stores of expression, and imagination will be enriched, and they will acquire materials for their thought and expression
- become used to the fact that texts are also spoken of with concepts such as sound, letter, syllable, word, sentence, terminal punctuation, heading, text, and illustration
- gain practice with watching and listening to Sami-language children's programmes on television, radio, and video, as possibilities allow
- learn to select reading that interests them; they will read books corresponding to their reading proficiency

CORE CONTENTS

Interaction skills

- oral expression in various interactive situations at school; one-on-one, small-group, and class discussions
- processing what they have heard, seen, experienced, and read, with the aid of improvisation, narration, play, and drama
- narration by teacher and pupil, reading by teacher, possible visit by Sami storyteller
- describing events and one's own experiences and observations; storytelling, at first to a single partner and a small group; telling stories, reciting poetry, role-playing, puppet theatre, improvisation, and dramatic presentations

Reading and writing

- diversified daily reading and writing
- analysing printed and electronic texts through group discussion
- breaking down speech into sentences, words, syllables, and sounds; practice with writing words
- practising the Sami language's alphabetical order; dividing the letters into vowels and consonants
- spelling practice at the word and sentence level: word breaks, punctuation, initial capital letters in familiar words and sentences, and introduction to terminal punctuation and initial practice in its use
- drawing the forms of letters, learning capital and lower-case printed and cursive letters, and combining letters
- production of texts based on one's own observations, opinions, everyday experiences, and imagination, so that the focus is on content and the joy of creation

Literature and language

- introduction to Sami-language children's literature by listening and watching, then gradually reading by oneself
- introduction to the written and spoken language
- practice with using the class, school, and public libraries
- listening to Sami-language children's programmes on the radio and, as possible, watching Sami-language children's programmes on television and video
- written discussion in connection with introduction to concepts of principal character, setting, and plot
- introduction to a Sami writer or Sami theatre, as possibilities allow

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE SECOND GRADE

The pupils' interaction skills will have developed so that they

- are able to speak Sami fluently
- are able to listen in a focused way to the teacher's and other pupils' discussion and narration; they will strive for reciprocity and, in discussion, will react to what they have heard with their own thoughts, opinions, and questions
- have become accustomed to expressing themselves orally: they will know how to tell a small group about their observations and experiences so that the listeners are able to follow the narration; they will venture to participate in joint class or group presentations at school events.

The pupils' skills in reading and writing will have developed so that they

- have progressed from the initial reading stage to the stage of strengthening basic technique; their reading will be sufficiently fluent to enable them to read texts intended for their age group

- have already begun, as they read, to observe whether they understand what they are reading; they will already be able to draw conclusions about what they are reading
- know how to list the Sami language's letters in alphabetical order, and know where alphabetical order is used
- know how to write easy and familiar words almost flawlessly, in accordance with the literary language, and are starting to use terminal punctuation to end sentences, and capital letters to begin them
- know how to express themselves in writing, too, so that they can cope with their day-to-day writing situations; they will also know how to use imagination in their writing
- are regularizing their handwriting in motor terms and know how to produce their own texts on a computer.

The pupils' relationship with literature and language will have taken shape so that they

- have read Sami-language children's books that correspond to their reading proficiency
- look for reading that is appropriate and pleasant for them; they will use their reading skills both for enjoyment and to find information
- are able to make observations characteristic of their age group about language; they will feel encouraged to distinguish the phonetic and syllable structure of words, to make rhymes and to ponder the meanings and forms of words
- have become accustomed to using the concepts taught when talking about language and texts.

GRADES 3-5

In the third through fifth grades, the central task of instruction in mother tongue and literature is the learning and development of basic mother tongue skills. The instructional objectives are the learning of fluent technique in both reading and writing, the deepening of reading comprehension, and the augmentation of information acquisition skills. The pupil is guided in listening to, speaking, reading, and writing different types of texts. Through reading literature, listening, and diversified writing, the development of the pupil's reading proficiency, expressive resources, imagination and creativity is supported. The instruction introduces the pupil to age-appropriate Sami-language literature for children and young people.

OBJECTIVES

The pupils' interaction skills will increase

The pupils will

- learn the skills of an active listener and communicator in a variety of communication situations; they will feel encouraged to participate in discussions and will try to take the recipient into consideration in their communication

- learn to function in text environments in which the recipient interacts with words, illustrations, and sounds
- develop their own narrative and overall expressive skills
- gain practice appearing in various commemorative school events.

The pupils' skills in interpreting and utilizing various texts will develop

The pupils will

- learn to read a variety of texts and entire books fluently; they will become acquainted with various ways of reading and will gain practice with using strategies that improve reading comprehension
- read and understand texts characteristic of their age group
- learn to evaluate the books they have read, and themselves as readers
- learn to select appropriate reading for different purposes
- become practised in finding the central ideas in a text, and in drawing conclusions from what they have read
- learn to look for information from different types of age-appropriate sources.

The pupils' skills in producing texts and utilizing them for different purposes will develop

The pupils will

- learn to construct various texts both orally and in writing
- develop their ability to express themselves; their vocabularies will grow and become more precise, and they will become used to evaluating their own expression
- learn to write by hand fluently, and to produce text with a word-processing program; they will also learn to use other means of communication
- learn to construct a plot-based narrative that progresses chronologically.

The pupils' relationship with Sami-language literature, media, expressive art, and culture will deepen

The pupils will

- become acquainted with the cultures of the Sami and other indigenous peoples through literature, theatre, and film
- read Sami-language literature for children and young people and learn to select reading that is interesting and appropriate for them
- know a few Sami-language books and writers
- learn to use the library, Sami-language non-fictional literature and electronic information sources, and Sami folklore as sources of information
- gain a basic knowledge of the media and become practised in using Sami-language media purposefully
- become acquainted with Sami theatre and film, as possibilities allow.

The pupils' relationship with their language will deepen

The pupils will

- learn to understand the different dialects of their own language
- learn to show tolerance towards linguistic variation
- gain practice in listening to and recognizing the Sami languages spoken in Finland
- gain practice in preserving the purity of the language
- learn the basic rules of spelling in forming clauses and sentences and learn to distinguish between the main parts of a sentence
- learn to classify words into parts of speech
- get to know the declensions of nouns, pronouns, and adjectives, the conjugations of verbs, and the consonant gradation used in these inflections
- learn to use dictionaries to clarify and understand unfamiliar words.

CORE CONTENTS

Interaction skills

- watching for the basic factors in communication; observing interaction
- narration, rendering accounts, presenting one's own opinion, doing business, taking one's turn to speak in conversation, formulating questions, courteous ways of acting, and practice with considerate listening
- listening to presentations by the teacher, a pupil, and possibly Sami visitors
- gaining practice with presentational skills: small dramatic presentations, book presentations, creative expression, relating in one's own words what one has heard, puppet theatre, role-play, etc.

Text comprehension

- practice with focused listening and listening for comprehension
- skimming, reading to search, literal reading, and inferential reading
- anticipating the content and structure of texts on the basis of illustrations and headings
- distinguishing a text's main elements from its details, summarizing, use of intermediate headings, posing questions, taking notes, drawing conclusions, and evaluating what one has read or heard
- drafting outlines and schematics, presenting opinions about what one has read, pondering a text's ideas, and comparing texts

Preparing compositions and oral presentations

- preparing and using glossaries, establishing contact with an audience, sequencing and illustrating a presentation, practising voice control
- writing for different purposes in accordance with the literary language: explaining and depicting a familiar thing, plot-based narration, assembly of acquired information, expressing and justifying an opinion

- planning, editing, and adding finishing touches to one's own text, on the basis of feedback
- practice with use of headings, paragraphing, and the preparation and use of an outline
- practising clear, smooth handwriting
- fundamentals of spelling

Information management skills

- introduction to Sami-language non-fiction books, newspapers, and electronic information sources, and to mobile and other libraries
- practice with analysing different types of non-fictional texts
- introduction to the grouping and contents of library materials, guided practice with phases of information retrieval, simple information retrieval from data networks, and looking for and reserving books
- collecting folklore and other oral knowledge, for example by interview

Tasks and structure of language

- grammatical classification of words; practice with consonant gradation, the diphthong and its reduction, use of vowel modifications
- principles of word inflection and the part-of-speech breakdown, examining the use of parts of speech, grouping of words
- studying the semantic task of tenses and cases
- distinguishing between predicate and subject in simple text sentences
- comparison of one's own dialect to the written standard language
- comparison of oral and written texts

Literature and other culture

- reading various texts; introduction to Sami children's literature, Sami writers, and orally transmitted folklore
- introduction to literary genres such as narratives, fairy tales, children's novels, plays, poems, comic strips, and the old and new folk tradition
- introduction to a variety of Sami theatrical presentations

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE

The pupils' interaction skills will have developed so that they

- know how to speak pure Sami, without resorting to Finnish frequently
- venture and know how to express themselves both orally and in writing, in different types of situations
- relate and describe their own observations and thoughts and compare them with the thoughts and observations of others; in their communication they will be able, to some extent, to take the communication situation and means of communication into account and to try to make their own messages understandable and accessible to the recipient

- want and know how to listen to the thoughts of others
- are able to make clear, small-scale oral presentations in their own spoken language to a familiar audience.

The pupils' skills in interpreting and utilizing various texts will have developed so that they

- have achieved a fluent basic reading proficiency
- know how to use strategies that improve their reading comprehension
- know the main phases of information acquisition
- have become accustomed to using the library when looking for the information they need from printed and electronic sources
- know how to collect folklore from their own community and immediate environment
- know how to form an opinion of what they have read and how to use their reading skills for practical benefit and pleasure
- get a conception of texts in which there are words, illustrations, and sound
- find the main elements, and separate opinion from fact, in texts intended for their age group.

The pupils' skills in producing texts and utilizing them for different purposes will have developed so that they

- know how to produce, orally and in writing, a variety of texts, such as narrations, descriptions, and instructions
- are able to produce text from their own experiences, observations, and imagination
- plan and develop ideas for the content of their texts, and are able to construct texts based on information, experience and imagination; the writer's own voice and vocabulary will be evident in their compositions
- understand the importance of sentence structures and paragraphing in organizing a text, and make an effort to use paragraphing in constructing a text
- know how to print and are developing their cursive handwriting; they will also be able to produce text with a word-processing program
- know how, with guidance, to produce written and oral presentations on a given subject
- have a fairly confident mastery of spelling at the word level; they will know the basic rules of Sami-language spelling in writing and in the formation of sentences.

The pupils' relationship with literature and other culture will have developed so that they

- utilize their linguistic observations and skills in producing their own texts, and in understanding their own texts and those of others
- have read Sami-language literature and know some Sami writers
- are able to select reading that they find pleasant and know how to describe themselves as readers
- have acquainted themselves with the Sami-language media
- have acquainted themselves with Sami film and theatre, as possibilities allow.

The pupils' relationship with their language will have developed so that they

- are accustomed to examining a text as a whole and distinguishing between its parts; they will know how to look for and classify a text's words according to different principles, and to group words into parts of speech on the basis of meaning and inflection
- know that verbs can be used to state tense and person
- identify subject and predicate in sentences in simple text, and perceive a sentence as part of a text
- know the parts of speech; know the basic declensions of nouns, pronouns, adjectives, and numbers; know the basic verb conjugations; know how to distinguish between the main elements of a sentence
- know how to use Sami-language dictionaries in order to understand unfamiliar words
- are able to understand speakers of different dialects of their language
- know the differences between the spoken and written forms of language
- recognize the Sami languages spoken in Finland.

GRADES 6–9

In the sixth through ninth grades, the core task of instruction in mother tongue and literature is to expand the pupil's textual skills from those needed in his or her immediate circle towards the demands of new genres of text.

The pupils are guided in perceiving themselves and their texts as part of their own culture, and in building interaction in different types of communication situations. The aim is that the pupils become more conscious of their objectives and of themselves as language users. They develop as analysts and critical interpreters of texts. The task of the instruction is to spur the pupil to read and evaluate literature and media texts. The pupil is guided in acquiring a knowledge of Sami literature and is encouraged to study the language.

OBJECTIVES

The pupils' interaction skills will increase

The pupils will

- develop their communication abilities and sense of situation
- learn to listen to and appreciate other speakers
- gain practice in acting purposefully as speakers, readers, and writers, building interactive relationships, in various communication environments
- become accustomed to there being a variety of viewpoints and ways of participating in interaction
- try to preserve an atmosphere conducive to interaction
- preserve the purity of the language.

The pupils' skills in interpreting and utilizing various texts will develop

The pupils will

- become practised as active, critical readers and listeners
- develop their knowledge of genres of text and become used to anticipating what kind of approach to reading, listening, or information acquisition the genre of text and the objective require
- become accustomed to the process of obtaining and using information and know how to utilize many types of sources.

The pupils' skills in producing texts and utilizing them for different purposes will develop

The pupils will

- develop into versatile and independent creators of texts who know how, when speaking and writing, to utilize the language skills they have learned
- feel encouraged to bring up and justify their points of view, and to comment on the ideas of others
- become accustomed to planning their communication and progressing purposefully in their spoken and written assignments
- take into account the context medium of communication, and recipient in their texts
- learn to perceive how a text progresses chronologically and to examine the conjugation of verbs from the standpoint of chronology in what they have written
- learn to write in accordance with the standard language
- develop an awareness of the main differences between the Sami and Finnish languages.

The pupils' relationship with Sami-language literature and media, and to Sami culture, will deepen

The pupils will

- deepen their knowledge of Sami-language literature, theatre, and arts; they will get to know the history and classics of Sami-language literature
- get an introduction to the literature of other indigenous peoples, too
- learn to use the Sami-language media
- learn to use and benefit from the library, non-fictional and other literature, the internet, and oral folklore
- learn to present their favourite books and writers and to justify their choices of books.

The pupils' relationship with their language will deepen

The pupils will

- gain a basic knowledge of their native language and its structure, variation, and change
- understand and weigh both change in language and the status of their own native language among other languages and in the multicultural language community
- understand that the Sami language can be a shared language for Sami internationally
- become tolerant of speakers of other languages
- get to know the other Sami languages.

CORE CONTENTS

Interaction skills

- a basic knowledge of interaction; of the content, structure and manner of expression of texts; and of their connection to the objective and means of communication, and the communication relationship
- practice with diversification of genres of speech and with progress according to the assignment, in different types of conversation and communication environments
- timing and dimensioning of speech, choice of mode of language, procedure in conflict situations, benefiting from divergent points of view, and giving and receiving feedback
- boosting courage and confidence in communicating; practice in presenting and defending one's viewpoints; developing one's ways of expression
- practice with spoken language that takes the situation into consideration
- expanding the store of expression with the aid of language study, drama, experiments, and games

Text comprehension

- practising listening for comprehension and evaluative listening
- practice with skimming, reading to search, literal reading, and inferential reading; strengthening mastery of reading processes
- building bridges between text and recipient; sharing of reading experiences
- interpretation and examination of literary texts as sources of experience and developers of viewpoints
- explanatory, descriptive, narrative, reflective, and position-taking text types in factual texts and literature
- genres of texts central to culture; examination of texts as structural and meaningful wholes
- examination of verbal, visual, and auditory techniques in texts as builders of textual meaning
- summarizing text content; recognizing, analysing, and evaluating opinion materials and the author's objectives and techniques from the standpoint of effectiveness; comparing texts from different viewpoints
- looking for and evaluating viewpoints, values, and attitudes hidden in speech, writing, and illustrations

Preparing compositions and oral presentations

- defining the objectives of one's texts and work; regularizing text processes
- practising normal organizational methods; strengthening skills with sequencing, beginning, and ending
- orientation of texts towards different target groups and various communication situations
- practice with standard spoken language and courteous ways of expression and communication that take the listener into account
- writing various genres of text, both by hand and using information technology
- diversification of techniques of expression

Information management skills

- obtaining information from different types of sources; information acquisition planning; assessing the dependability and comprehensibility of sources
- practice with note-taking and simple source notations; selecting and grouping materials and assembling them into a presentation

Relationship to language, literature, and other culture

- basic information about the language situation of Sami and the importance of bi- and multilingualism
- history and variation of the Sami language
- characteristics of the phonetic, formal, and sentence structure of the Sami language and comparison of these elements to other languages; situational and geographic variation in the Sami language; examination of one's own ways of expression; consideration of the bases for using the standard language
- introduction to the Sami languages
- introduction to Sami writers, their works, and the main historical phases of Sami literature
- reading of core and optional complete works as well as individual short stories, poems, and other short texts
- classification of literature into main and some sub-genres
- basic stylistic breakdown of texts: distinguishing marks of romantic, realistic, and modernist texts
- interpretation of literary texts
- gaining experience of theatre and film; analysis and sharing of experiences

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils' interaction skills will have developed so that they

- want and venture to express themselves orally and in writing, when presenting themselves as individuals and as group members
- demonstrate skill in inferential and evaluative listening
- know how to take a turn to speak and present a proposal, a position, a question, further information, and justifications in idea-trading and problem-solving situations, and in other group communication situations
- help the group attain an objective, and know how to act constructively when differences of opinion exist about a matter
- know the main differences between the spoken and written forms of language and take into account the communication situation, the recipient, and the medium of communication, for example in choosing a form of language
- know how to express what they have to say so that the central message is conveyed to the listeners
- be able to observe and evaluate their mother tongue skills; they will accept feedback and utilize it to develop their skills; they will also give constructive feedback to others and work purposefully whether alone or in a group.

The pupils' skills in interpreting and utilizing a variety of texts will have developed so that they

- know how to hold a discussion with a variety of texts; they will know how to ask questions, summarize, comment, object, present interpretations, and evaluate and ponder a text's connections with their own individual experiences and ideas
- know the potential for using a variety of texts and know how to orient themselves in many types of text environment
- read texts, including media and internet texts, using an appropriate way of reading
- discern ordinary text types within entire texts
- recognize ordinary varieties of literary, media, and everyday texts
- be able to compare texts and find the essential matters of content and the justifications for the author's opinion
- be able to summarize the plot of a fictional text, to prepare characterizations, and to follow the development of characters and their inter-relationships
- know how to describe a poem and present ideas about it
- know that a text has an author and a purpose that affect its content, form, and expression
- be able to make observations and draw conclusions about the visual and auditory techniques used in texts
- be able to make observations about the ways language is used; they will notice, for example, the connections between a text's purpose and tone, on the one hand, and, on the other, word selections, the figurative language used, sentence forms, and idioms differing in terms of their stylistic value
- be able, when observing texts, to use the concepts of language proficiency and text information that they have learned; they will be able to use literary information when treating fictional texts.

The pupils' skills in producing texts and utilizing them for different purposes will have developed so that they

- know how to use a library, non-fictional and literary works, data networks and orally transmitted folklore; they will be able to select their information sources and will also understand to state them
- know how to use the Sami-language media
- know the process of preparing a composition or oral presentation and apply their knowledge to produce texts
- assemble an adequate amount of material for their presentations, organize the material, and bring out what is essential about the matter; the train of thought in their texts will be easy to follow
- are able to prepare oral and written texts for different purposes, those texts including descriptions, narrations, definitions, summaries, reports, letters, applications, letters to the editor, and other reflective and position-taking texts

- are able to produce their texts by hand and with word processing software, and utilize information technology and the media in their work in other ways
- know how to utilize their language skills in producing texts and how to make stylistic, vocabulary, and structural choices; they will know how to regulate the length and structure of sentences and, as needed, how to condense their texts
- apply, in their texts, their knowledge of techniques of courtesy, the differences between spoken and written language, and spelling practices.

The pupils' relationship with language and Sami literature and culture will have developed so that they

- have achieved a reading proficiency adequate for reading entire books
- find non-fictional and fictional literature and other texts that interest them, and know how to justify their choices
- have read poems, fairy tales, stories, and other folklore from Sami and other literature
- know the main literary genres, the main types of texts, and some classics of Sami literature
- have broadened their knowledge of Sami literature and writers
- have read complete works and excerpts from Sami literature
- are familiar with Sami literature and have the ability to evaluate it
- are able to share their reading and viewing experiences with others
- know how to talk about a language's phonetic, sentence, and formal structure, and its vocabulary; they will have a knowledge of parts of speech and the most important parts of a sentence; they will know the Sami language's key characteristics and be able to compare Sami with other languages they have studied; they will have a sense of the relationship between languages, and of the different Sami languages
- know that the Sami language varies according to the context, user, and geographic area
- understand change in language, and the status of Sami among other languages and in the multicultural language community; they will be acquainted with Finland's language situation and know Finland's official languages
- understand the importance of a mother tongue and bi- and multilingualism to a speaker, and the importance of language to identity
- are able to observe and evaluate their Sami-language proficiency
- know how to write in accordance with the standard language, without mistakes
- understand their own language's different dialects and know the other Sami languages.

Romany as the mother tongue

The aim of instruction in Romany is to activate the skill of Romany pupils in the use of Romany, so that they know how and dare to use their own language as a means of thought and interaction both within and outside the Romany community. The instruction guides the pupils in understanding both the importance of their language to their culture's vitality and identity, and the status of the Romany language alongside other languages. Instruction in Romany must help the pupil understand that the spoken language learned at home and the literary language taught at school are mutually complementary elements. The task of the instruction is to support the balanced development of the pupils' double identity and their ability to integrate themselves into the Romany and Finnish communities.

The subject areas of Romany-language instruction are chosen from sources close to the pupil's home culture and day-to-day situations. The instruction conveys a knowledge of the Romany culture's everyday and festive customs and introduces the pupil to the main outlines of Romany history. The instruction must make allowances for the pupils' different starting levels in their command of Romany and knowledge of Romany culture. In addition, the instruction must motivate and support the pupils in their current studies and in pursuing further studies. Cooperation between home and school is essential to the development of the pupil's Romany and to his or her scholastic success.

GRADES 1–2

Instruction in the first and second grades emphasizes the development of oral language proficiency. The instructional objective is to encourage the children to use the language they already know and the language they are learning at school in age-appropriate, playful, interactive situations.

OBJECTIVES

The pupils will

- learn how to pick out the difficult sounds of the Romany language from a spoken communication, to pronounce them correctly, and to distinguish the sentences, words, and syllables from one another
- learn the fundamentals of Romany-language reading and writing skills, and the proper spelling of the sounds of the language; the pupils will develop these abilities in accordance with their own qualifications
- expand their vocabularies so that they are able, according to their qualifications, to formulate questions and answers and tell brief stories about their own immediate environment orally
- learn to identify masculine and feminine words and to use them in their own speech
- learn empathetic listening and, above all, oral self-expression.

CORE CONTENTS

- exercises in Romany-language sounds and combinations of sounds
- exercises in oral expression; breakdown of speech into sentences, words, and syllables
- Romany-language stories, nursery rhymes, games, and songs
- exercises in listening comprehension
- exercises in reading and writing
- exercises in word-level spelling
- declensions (nouns, pronouns, adjectives, and numbers); animate and inanimate; gender and number
- conjugations: present, imperative, and negative forms
- most common prepositions and postpositions
- cases: nominative, accusative, and genitive
- subject areas: myself, family and home, yard, games, school and local environment, culture and customs

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE SECOND GRADE

The pupils will

- strive for correct, basic-level pronunciation of Romany
- attempt to use the masculine and feminine forms in their speech
- attempt, in their speech, to use the Romany-language structures taught
- understand, in general, Romany-language instructions and the Romany used in the lessons
- strive to express themselves in Romany when speaking about familiar subject areas
- know Romany-language nursery rhymes, games, and songs, as well as the Romany culture of manners
- read individual words and short sentences in Romany.

GRADES 3–5

In the third through fifth grades, the main emphasis of instruction is on development of oral language skills. The instructional objectives are to teach the main structures of the Romany language and guide the child in using them more consciously in small-scale oral interaction situations. The instruction is also aimed at teaching the child to read and write in Romany.

OBJECTIVES

The pupils will

- come to understand that the spoken language learned at home and the written expression taught at school complement each other
- recognize and use the most common features and basic structures of Romany when speaking and writing

- learn to listen in an active, engaged way
- acquire a basic reading proficiency in Romany, progress in reading comprehension, and expand their vocabularies
- learn to produce small-scale pieces of writing with guidance and the aid of exercises
- learn to participate in one-on-one and small-group conversations, and to produce, with guidance, short oral narratives about subjects in their immediate sphere.

CORE CONTENTS

- Romany-language sounds and sound combinations, and their proper pronunciation
- declensions (nouns, adjectives, pronouns and numerals); gender and number
- conjugation: present, imperfect, imperative, and negative forms
- most common prepositions, postpositions, conjunctions, and adverbs
- nominative, accusative, and genitive cases; practice with other cases
- varied exercises in basic reading skills
- practising literal and inferential reading
- vocabulary-building in conjunction with other subjects
- handwriting exercises
- spelling of words and short sentences
- listening and dictation assignments
- practice, as individuals, with their own written expression: letters, messages, brief descriptions and reports, stories and nursery rhymes
- practising their own oral expression with subjects from their immediate sphere: one-on-one and small-group conversation, small-scale presentations, telling about things and events, exercises in participatory listening
- development of grammatical skills
- subject areas to be treated: one's own extended family, hobbies, school, growth of self-image, environmental and natural phenomena, history of the Romanies in Finland, culture and customs of everyday life and festive occasions

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE

The pupils will

- know how to follow Romany-language instructions for their schoolwork, and be able to work both as a group and as individuals during lessons
- master the proper pronunciation of Romany and read short Romany-language texts on familiar subjects fluently
- know how to apply their knowledge of the basic structures of Romany and key distinctive features when speaking
- master an adequate vocabulary concerning familiar matters and events, for speaking in one-and-one and small-group situations

- demonstrate reasonable confidence in handwriting and word-level spelling and know how to form simple sentences in their texts
- be able, with guidance, to produce small-scale written messages and accounts concerning familiar subjects
- participate actively in the language instruction
- know Romany-language songs and games
- take an interest in their culture's customs of everyday life and festive occasions.

GRADES 6–9

Instruction in the sixth through ninth grades emphasizes diversification and increased precision of oral expression. The objectives of the instruction are a mastery of the language's structures in written expression and the diversification of the pupil's written expression. A further instructional objective is teaching the pupil evaluative, inferential reading.

OBJECTIVES

The pupils will

- learn to expand their vocabularies and stores of expression, utilizing things learned at home and school, and will feel encouraged to use the Romany language more and more
- learn the main structures and distinctive features of Romany and learn to apply them in their oral and written expression
- deepen their skills in literal, inferential, and evaluative reading
- deepen and diversify their skills in producing and understanding various texts
- learn to utilize information technology when writing in Romany and searching for information
- get an introduction to a variety of Romany-language texts and deepen their knowledge of the language and culture
- come to understand the importance of bilingualism to their personal development
- begin to understand the differences and similarities between Romany and Finnish; they will know about other spoken Romany dialects and their status and history.

CORE CONTENTS

- Romany-language sounds and sound combinations; proper pronunciation
- declensions (nouns, pronouns, adjectives and numerals); gender and number
- conjugations: present perfect, past perfect, conditional, and negative forms
- strengthening usage of the most common prepositions, postpositions, conjunctions, and adverbs
- nominative, accusative, genitive, and other cases
- fundamentals of using cases and verb forms
- etymology

- exercises in literal and inferential reading
- fundamentals of parsing sentences: subject, predicate, and object
- vocabulary-building in conjunction with other subjects
- spelling in short messages and compositions
- producing one's own writing: different types of messages, letters, short descriptions and accounts, stories and opinions
- exercises in oral expression concerning subjects in the pupils' immediate sphere: one-on-one and small-group conversations, small-scale presentations, describing things and events, participatory listening
- listening and dictation assignments; relating and writing about what one has read and heard, using one's own words
- introduction to the status and history of the Romanies and the Romany language
- development of language-learning skills; practice with using the dictionary and other sources of information
- subject areas: myself and others, further studies and vocations, the quality of being Finnish, multiculturalism in Finland, internationalism, the history and status of the Romanies, cultural awareness

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils will

- know how, with the teacher's assistance, to utilize Romany-language material in diverse ways in support of their studies
- cope naturally with various interactive situations at home and school when speaking about familiar subjects, and try to adhere to Romany-language idiom when using Romany
- decline and conjugate words with reasonable confidence, in both oral and written expression
- produce understandable Romany-language texts that are also reasonably correct grammatically
- understand the gist of Romany-language factual and media texts
- participate actively in Romany-language instruction and demonstrate care in completing their assignments
- know about Romany culture and its history, and be interested in learning more
- understand, as individuals, the meaning of a dual personal identity.

Finnish sign language as the mother tongue

The syllabus for Finnish sign language as mother tongue adheres as applicable to the structure, objectives, and contents of the syllabus for Finnish as mother tongue. The general objective of instruction in Finnish sign language as mother tongue is to strengthen the pupil's identity and self-image as a Finnish sign language user and member of the Finnish sign language community, in an environment where spoken language is used. The objective is that the pupil develops the potential for bi- and multilingualism, and an ability to encounter the cultures of other communities. A good proficiency in Finnish sign language is a foundation upon which the learning of Finnish and other spoken languages, as well as diverse communication and study skills, is built.

The instruction deals with the literature and narrative tradition of Finnish sign language, which both help strengthen cultural identity and advance the assimilation of linguistic skills. The instruction has to take into account the fact that, for the Finnish sign language pupil, sign language has a meaning similar to what a spoken mother tongue has for other pupils. The task of the instruction is to develop the pupil's personal and cultural identity and metalinguistic and communication skills, and the expression of his or her ideas and feelings. The instruction also helps support good self-image and the development of social skills.

GRADES 1–2

In the first and second grades, the primary emphasis of the instruction lies in the learning of basic skills in Finnish sign language. The objective is to encourage pupils to use the sign language they already know, or are learning in school, in a variety of interactive situations.

OBJECTIVES

The pupils will

- want, venture, and know how to express themselves in Finnish sign language, and their overall expression will improve
- learn to read Finnish sign language with concentration and empathy according to the situation
- learn to participate in discussion by asking and answering questions, informing, and expressing their own knowledge, experience, thoughts, opinions, and feelings; they will learn to follow the basic rules of Finnish sign language discussion
- learn to observe their reception and comprehension of Finnish sign language texts
- learn to ask questions and obtain information in Finnish sign language
- become acquainted with language as a phenomenon as they read and produce Finnish sign language texts; they will become accustomed to examining the meanings and forms of Finnish sign language
- learn to examine the Finnish sign language vocabulary, and to recognize the different signs' meanings and intended uses in different language-usage contexts

- gain an introduction to art and texts produced in or translated into Finnish sign language, so as to enrich their imagination and store of signs and language and give them material for the development of their thought and expression.

CORE CONTENTS

Communication

- sign language expression in various communication situations; participation in one-on-one, small-group, and class discussions
- practice with sign language interaction skills: techniques for gaining attention, eye contact, optimal location of signers, taking one's turn to speak, taking turns in a conversational situation, justifying ideas and opinions, and active reading and commenting
- becoming acquainted with presentational sign language by watching sign language recordings and the teacher's signing
- practice with focused, literal, and inferential sign language communication
- introduction to media that operate in sign language
- practising the fundamentals of media literacy

Language awareness

- gaining an introduction to the structural elements of the sign; practising their mastery and separation with the aid of various nursery rhymes and games based on sign language
- examining the usage contexts and meanings of sign language and gaining an introduction to the formulation of fixed and productive signs
- introduction to basic grammatical factors - non-manual structures and the use of space
- building one's sign vocabulary with the aid of fairy tales, stories, and narratives

Cultural awareness

- investigating the customs and behavioural norms of the Finnish sign language community
- introduction to the cultural tradition and activity of the Finnish sign language community

Literature

- introduction to fairy tales, narratives, nursery rhymes, and children's poetry and songs produced in or translated into sign language
- analysing sign language texts through group discussion
- introduction to the use of various library services

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE SECOND GRADE

The pupils will

- know how to act appropriately in everyday sign language situations
- follow narration and discussion by the teacher and other pupils; as signers the pupils will strive for reciprocity; in conversation they will react to signing with their own ideas, opinions, and questions

- know how to express themselves with signs; they will be able to communicate their experiences and observations to a small group with signs so that the readers will be able to follow the narration; they will participate in the class' combined expression exercises
- be able to make age-appropriate observations about the meaning and form of sign language; they will be able to analyse the sign structure and weigh their manner of expression
- understand sign-language texts intended for their age group, so that, in addition to recognizing and repeating details, they are able to draw conclusions about a text; they will seek out sign language texts that they find pleasant and appropriate for them; they will use the texts for entertainment and in part for finding information, too
- want to express themselves by signing short, planned, organized sign language texts
- know how to produce clear Finnish sign language without adopting Finnish-language structures and features, thus making it more difficult to understand
- know that one can converse with Finnish-speakers with the aid of an interpreter.

GRADES 3-5

In the third through fifth grades, the instruction stresses the development of Finnish sign language knowledge and skills and the use of Finnish sign language as a means of self-expression. It is also the objective that the pupils learn to use interpretation services and various media.

OBJECTIVES

The pupils will

- learn skills in receiving and producing sign language messages
- learn to present their thoughts and justify their opinions in Finnish sign language
- learn to analyse consciously the meanings, structure, and forms of Finnish sign language, and to compare them to Finnish
- venture to take part in conversations independently or, as needed, through an interpreter; they will strive to take the recipient into consideration in their communication
- become acquainted with a diversity of texts produced in, or translated into, sign language, discuss the texts, and tell others about them; they will use sign language literature as an impetus for creative activity
- learn to use sign language interpretation services
- learn to recognize the national sign language and its differences vis-à-vis other sign languages.

CORE CONTENTS

Communication

- practice with the sign language conversational situation: taking turns, formulating ideas, justifying opinions, and active reading and commenting

- planning and production of short sign language presentations for small groups, the class, and/or video
- practice in obtaining information, under the teacher's direction, in sign language communication
- practice in obtaining information, under the teacher's direction, from various sign language sources
- practice in using videophones and internet-based media in sign language communication

Language awareness

- examining the meanings and usage contexts of fixed and productive signs
- examining the formation and inflection of signs
- examining the development of the sign vocabulary
- examining the syntax of Finnish sign language
- building the sign vocabulary by handling a diversity of sign language texts

Cultural awareness

- introduction to the Finnish sign language tradition
- planning and production of presentations connected to the activity of the Finnish sign language community

Literature

- introduction to narratives, stories, drama, and poetry produced in, or translated into, Finnish sign language

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE

The pupils will

- know how to use Finnish sign language appropriately in various communication situations and will master the main stylistic genres in various social and school situations
- participate in discussion, master the rules and techniques of Finnish sign language interaction, and know how to present their thoughts and opinions in a clear, organized way, using signs
- understand Finnish sign language texts intended for their age group and be able to analyse the structures and contents of those texts
- know how to obtain Finnish sign language material for information searches and entertainment, using different sources, media, and internet learning platforms
- know how to obtain, build upon, and develop information on the internet, with the aid of cooperative learning
- be able to produce planned and outlined Finnish sign language texts from various sources, for different purposes
- know how to use a videophone and an interpreter in Finnish sign language communication

- know the difference between fixed and productive signs and how to use them appropriately in different sentence contexts; they will know the structural elements of the sign and how to classify signs on the basis of their formulation; they will know the key sentence and text types and how to use them appropriately
- know the main rules for clause formulation and know how to distinguish between main and subordinate clauses when signing.

GRADES 6–9

In the sixth through ninth grades, emphasis is placed on the development and deepening of Finnish sign language proficiency, and on a good command of Finnish sign language, so that the pupil is able to function as an equal member of the Finnish sign language community.

OBJECTIVES

The pupils will

- learn to analyse the structure of a Finnish sign language text, and to recognize the textual genre and signing style of a Finnish sign language text
- develop their skills in reading sign language media critically, and their communication capabilities in an information-technology Finnish sign language learning environment
- learn to use interpretation services and to work with a Finnish sign language interpreter in various study and cultural situations, and when doing business
- learn to recognize the different user groups of Finnish sign language and differences in language usage from situation to situation
- become acquainted with the fundamentals of international signing and one or more foreign sign languages
- become acquainted with various sign language notational systems.

CORE CONTENTS

Communication

- practice with a variety of forms of discussion
- practice with planning and conducting Finnish sign language lectures and other types of presentations
- practice with obtaining information independently from various sign language sources; evaluation of the reliability of the source material
- practice with the fundamentals of everyday conversation in one foreign sign language and in international signing

Knowledge of language

- study of phenomena and concepts related to the structure of the sign and to the grammatical processes of sign language

- introduction to the formation and inflection of signs, and to the syntax of Finnish sign language
- investigating the meanings of fixed and productive signs, and of sign language idioms
- investigating stylistic differences in the sign vocabulary
- practice with the use of sign language dictionaries
- comparing the vocabulary, structure and grammar of Finnish sign language with those of one Nordic or other foreign sign language
- comparing the structure of Finnish sign language with the Finnish language and other spoken languages

Cultural awareness

- introduction to the special attributes of the deaf-blind group
- introduction to the special attributes of Finland's ethnically Swedish deaf group, and to the Finnish-Swedish sign language that it uses
- practice in communicating with Finnish speakers with and without the aid of an interpreter
- examining the differences and similarities between sign language culture and that of people who use spoken language

Literature

- introduction to various sign language text and stylistic genres; practice with their production
- introduction to the sign language narrative tradition

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils will

- know how to use sign language appropriately in a variety of communication situations; they will know how to take their interlocutors' linguistic needs and limitations into account and will alter their own signing to meet the needs of the situation
- understand sign language texts well and be able to utilize them in their work; they will know how to look independently for information and entertainment from sign language sources in libraries and on data networks
- be able to produce planned, organized sign language texts, including summaries, reports, presentations, interviews, imaginative accounts, and cultural performances; they will know how to work with a sign language interpreter
- know Finnish sign language grammar and the sign formulation processes; they will know how to analyse the meanings of, and stylistic differences between, fixed and productive signs, and Finnish sign language idioms; they will be able to describe the structure of Finnish sign language and to make comparisons with spoken languages, with the objective of deepening their metalinguistic awareness
- know how to use Finnish sign language dictionaries
- know the different user groups within the sign language community, and the sign language narrative and cultural traditions
- know the main dialectal areas and their features
- have assimilated a conception of international signing and the sign languages of other countries.

Other mother tongue

Under Section 12 of the Basic Education Act, and according to the parent or other guardian's choice, a language other than Finnish, Swedish, Sami, Romany, and Finnish sign language may be taught as the pupil's mother tongue. In this case, the mother tongue in question is taught, as the mother-tongue-and-literature subject, for the number of lessons specified in Section 8 of Government Decree 1435/2001. The curriculum is drafted, and the instruction's objective level defined, by applying the syllabus used when Finnish or Swedish is the mother tongue.

In the instruction, allowances are made for the varying linguistic and cultural background of the pupil's home, and for the shortage of support that the environment offers for the development of the pupil's mother tongue.

Finnish as a second language

GRADES 1-9

Pupils whose native language is not Finnish, Swedish or Sami receive instruction in Finnish as a second language either entirely or partially in place of the syllabus for mother tongue and literature when Finnish is the mother tongue. The extent of the instruction is decided upon in the curriculum. This national core curriculum has been prepared for instruction in Finnish as a second language. The instruction's number of weekly lessons per year corresponds to that for instruction in Finnish when it is the mother tongue.

The starting point for the syllabus for Finnish as a second language is the second-language learner's learning situation: the pupils acquire Finnish in a Finnish-speaking environment and gradually develop a diversified proficiency in Finnish in addition to their own mother tongues. The syllabus for Finnish as a second language differs in terms of objectives and contents from the syllabus for Finnish when it is the mother tongue.

The main objectives of instruction in Finnish as a second language are that the pupils achieve the highest possible Finnish-language proficiency in all language skill areas by the end of their basic education, be able to study all the basic education subjects fully, and have the chance to continue their studies after basic education. In the instruction, an effort is made to guide the pupil towards lifelong learning so that he or she can gradually achieve a Finnish-language proficiency comparable to that of native speakers, and thus gain equal opportunities to function and exert influence in Finnish society. Together with instruction in his or her own native language, instruction in Finnish as a second language strengthens the pupil's cultural identity and builds a foundation for functional bilingualism.

For those learning it as a second language, Finnish is both an object and means of learning throughout their schooling. The pupils learn Finnish in every subject, and the teaching of Finnish as a second language assumes joint planning and cooperation among the teachers. The task of the syllabus for Finnish as a second language is to develop the pupils' proficiency in the language systematically; the instruction also takes into account the contents, basic concepts, and vocabulary of other subjects.

The instruction must take into account the fact that in-depth learning of a new language requires several years. Attention is to be given to the fact that the pupil's command of his or her native language, and the structural disparities and cultural distance between that language and Finnish, can affect how much time is consumed in achieving the objectives.

In setting objectives and choosing contents, consideration is given to the pupil's overall situation, including his or her age, language proficiency, and educational and experiential background. The starting point for instruction is the pupil's skill in Finnish, not the grade in which he or she is studying. The instruction emphasizes communicativeness: vocabulary-building and practising the structures of the language are intertwined with the development of the various areas of language proficiency, and with increasing the learner's cultural knowledge. The instructional methods and working approaches have to be selected so that the pupils get the chance to assimilate learning strategies that allow them to make active use of the linguistic and cultural material they encounter at school and elsewhere. The instruction takes advantage of the fact that the pupils live in the midst of a language community; it likewise exploits the communication situations offered by the environment, and the pupils' experiences with and observations of those situations.

OBJECTIVES

In the course of basic education, the pupils will learn to

- understand face-to-face speech delivered at a normal tempo, discuss general subject areas, understand very clearly what the teachers say in the different subject lessons, and understand radio and television programmes very clearly, too, if the subject area is familiar
- cope with practical speaking situations at school and elsewhere, and, when speaking, make the differences between the main registers of speech clear
- understand texts that treat different academic subjects as well as general themes, read independently, select literature appropriate to their purposes, improve their vocabularies and understanding with the aid of that literature, and discover experiences in literature
- write personal texts and texts related to the instruction, present their thoughts in writing as integral wholes, and use the register of written language when writing
- develop their linguistic awareness and knowledge of the language
- employ various working approaches found effective in language study, identify their personal learning strategies and, as needed, revise those strategies appropriately
- evaluate the development of their language skills
- develop their language skills in lessons in other subjects, and outside the classroom as well
- compare their own cultures with Finnish culture, communicate and function in Finnish society, understand the roots of their own cultures and Finnish culture, and appreciate both.

CORE CONTENTS

Situations and subject areas about which the pupils are to be able to communicate

- private life, immediate and extended family, friends; seasons, times of day, and weather; home and residential living; the school as a physical environment, lessons, schoolmates, teachers and other personnel; eating and cleanliness; the human body and clothing; public facilities and services such as shops, transport and health care; city and countryside; nature; leisure time, culture, sports, tourism; the media
- vocabulary of different academic subjects, vocabulary-building and morphology, superordinate concept and subordinate concept
- holidays, folk tradition, culture of manners, games; important Finnish people and events; everyday tradition and the everyday way of life

Structures and knowledge of language

- recognition and production of sounds, rhythm, stress and intonation; phonetic and writing systems and their special features
- key language structures; parts of speech and their inflection; types of verbs and the most important types of declinable words; main features of cases, persons, tenses, and moods; recognizing the main components of a sentence; recognizing nominal forms and participial constructions; types of sentences; main principles of word derivation; punctuation and spelling
- word, clause, sentence; correlation; main types of text genres
- difference between spoken and written language; variation of spoken language
- Finnish among the world's languages

Reading and writing

- The writing system of Finnish, correspondence between sound and letter, hyphenation, lower-case and capital letters, cursive letters
- mechanical and fluent reading skill; skill in reading for comprehension; reading-skill strategies such as anticipation, inference, and searching for key things and support words in a text
- genres of texts; writing for various purposes

Narrative tradition, literature, and communication education

- Age-appropriate fairy tales, nursery rhymes, narratives, poems, riddles, proverbs, excerpts from literature, complete literary works
- main writers and their works, Kalevala, main historical phases of Finnish literature
- media texts, fundamentals of pictorial literacy, film, theatre
- using a library, information and communication technology, television, radio, print media, advertising
- obtaining information from different types of sources

Spoken communication and interaction skills

- spoken-communication strategies such as initiating, maintaining, and ending a conversation, expressing one's opinion, and taking the listener into consideration; listener's feedback behaviour
- culturally bound spoken-communication situations such as greeting, addressing, introducing oneself, thanking, apologizing, and behaviour on the telephone
- presenting and justifying one's feelings, needs, knowledge and opinions
- compensating for deficient language skills, for example by explaining or by using a related concept
- constructive discussion and development of negotiating skills

Language study skills

- use of a textbook and dictionary, use of new words and structures in one's own output, one-on-one and small-group discussion as a regular means of practising spoken communication, drawing conclusions about meaning from the context, comparing Finnish to one's own mother tongue, examining and correcting one's own output, evaluating one's own language proficiency

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

Assessment takes into account all areas of language proficiency. The final assessment must make allowances for the fact that the pupil's language proficiency profile may be very uneven.

Language skill

Level of language performance in the ninth grade according to the language proficiency scale (Appendix 2): B1.1–B1.2

Cultural skills

The pupils will

- be familiar with Finnish society, culture, and manners
- understand and appreciate the importance of multilingualism and multiculturalism
- understand and know how to relate the values of Finnish culture to their own values.

Language study skills

The pupils will

- have become accustomed to making regular use of working approaches found effective in studying languages.

Swedish as a second language

GRADES 1–9

Pupils whose mother tongue is not Finnish, Swedish, or Sami may receive instruction in accordance with a syllabus for Swedish as a second language, replacing the syllabus for Swedish as mother tongue either entirely or in part. The breadth of the instruction is decided upon in the curriculum. This national core curriculum has been prepared for instruction in Swedish as a second language so as to correspond in terms of weekly lessons per year to instruction in Swedish as the mother tongue.

The starting point for the syllabus for Swedish as a second language is the pupil's learning situation: the pupils learn Swedish in a Swedish-language or bilingual environment, and their skills in Swedish develop gradually alongside their mother tongue skills. The syllabus for Swedish as a second language differs from that of Swedish as the mother tongue in terms of both objectives and contents.

The central aim of instruction in Swedish as a second language is that the pupils attain the greatest possible mastery of the language in all language proficiency areas by the end of basic education. The pupils must be able to study all basic education subjects fully and to assimilate skills and knowledge that qualify them for further studies after basic education. An attempt is made to encourage the pupil to pursue lifelong learning, so that his or her Swedish-language skills can gradually develop to the level of those who speak the language as their mother tongue; the pupil thus acquires an equal opportunity to function and exert influence in Finnish society. Together with instruction in the pupil's own native language, instruction in Swedish as a second language reinforces his or her multicultural identity and creates a foundation for functional bilingualism.

For those studying Swedish as a second language, Swedish is both a means and object of learning throughout their schooling. Swedish is learned in all subjects, and instruction in Swedish as a second language requires cooperation and joint planning among the different teachers. The purpose of the syllabus for Swedish as a second language is to improve the pupil's Swedish-language proficiency purposefully; the instruction also takes the contents, basic concepts, and vocabulary of other subjects into account.

In the instruction, consideration must be given to the fact that in-depth learning of a new language takes several years. Attention must be focused on the fact that the pupil's command of his or her mother tongue, and the structural differences and cultural distance between that language and Swedish, can influence the time consumed in reaching the objectives.

In setting objectives and selecting contents, consideration has to be given to the pupil's overall situation, including his or her age, language proficiency, and educational and experiential background. The starting point for instruction is the pupil's level of ability in Swedish, not the grade in which he or she is studying. The instruction emphasizes communication: development of the different areas of language proficiency and augmentation of the pupil's cultural knowledge incorporate vocabulary-building and practice with language structures. The teaching methods and working approaches are to be chosen so that the

pupil is offered the chance to assimilate learning strategies with which he or she can make active use of the linguistic and cultural material offered by the environment both at school and elsewhere. The environment's different communication situations and the pupil's own experiences and observations form a natural foundation for the instruction.

OBJECTIVES

In the course of basic education, the pupils will learn to

- understand face-to-face speech and discussion which occurs at a normal pace and concerns general subject areas, comprehend what teachers say in the different subject lessons, and understand radio and television programmes dealing with familiar subject areas
- cope with practical speaking situations both at school and elsewhere, and, when speaking, make distinctions among the main registers of speech
- understand texts dealing with different subjects and thematic areas, read independently, select appropriate literature, expand their personal conceptions of the world through reading, and improve their vocabularies and language comprehension
- write standard Swedish and both personal texts and texts related to the instruction, and express their thoughts in writing, in logically organized texts
- develop their linguistic awareness and knowledge of language
- use varied working approaches found effective in their studies, identify their personal learning strategies, and develop new learning strategies as needed
- assess their own linguistic development
- develop their language skills in other subject lessons and outside the classroom
- compare their own culture and Finnish culture, communicate and function in Finnish culture, understand the origins of both cultures, and appreciate both.

CORE CONTENTS

Situations and subject areas about which the pupils are to be able to communicate

- private life, immediate and extended family, friends; seasons, specifications of time, weather; home and residential living; the school as a physical environment, lessons, schoolmates, teachers and other personnel; eating and cleanliness; the human body and clothing; public facilities and services, such as trade, transport, and health care; city and countryside; nature; leisure time, culture, sports, and tourism; the media
- vocabulary and concepts of different academic subjects
- holidays, folk tradition, culture of manners; games; important Finnish people and events; everyday tradition and the everyday way of life

Structures and knowledge of language

- basic knowledge of Swedish; the language's structure and prosody
- word inflection and parts of speech; word gender, agreement and tenses
- fundamentals of Swedish clausal and sentence structures

- observation of language and experimenting with language
- rules of and differences between the spoken and written languages; standard language and dialects
- the Swedish language in Finland in relation to other Nordic languages, other European languages, and other languages worldwide

Reading and writing

- sound-letter and word-image correspondence in the learning of concepts; cursive letters
- different reading strategies; making mechanical reading skill automatic; gradual switch from reading aloud to silent reading
- examining one's own reading and comprehension of text content
- commonest genres of text; writing for different target groups and the needs of various situations

Narrative tradition, literature, and communication education

- age-appropriate fairy tales, poems, narratives, riddles, proverbs, folk poetry, and other genres of literature appropriate to the pupil's language skills, from Finland, other Nordic countries, and countries elsewhere
- key Finnish writers and their works
- reading and/or analysis of media texts, illustrations, films, and theatre pieces
- using a library, information and communication technology, and different media
- searching for information from different sources

Spoken communication and interaction skills

- spoken-communication strategies such as opening, maintaining, and ending a conversation; expressing one's opinion; taking account of the listener and his or her feedback
- culturally bound spoken-communication situations such as greeting, address, introducing oneself, thanking, apologizing, and behaviour on the telephone
- expressing and justifying one's feelings, needs, knowledge, and opinions
- compensating for deficient language skills, for example by explaining or using a related concept
- development of negotiating skills and skills required for constructive discussion

Language study skills

- use of a textbook and dictionary, use of new words and structures in one's own output, one-on-one and small-group discussions as a regular means of practising oral communication, noticing the essential elements in a text, comparing Swedish to one's own native language, examining and correcting one's own output, evaluating one's own language proficiency

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

Assessment takes into account all areas of language proficiency. The final assessment must make allowances for the fact that the pupil's language proficiency profile may be very uneven.

Language proficiency

Level of linguistic performance in the ninth grade according to the language proficiency scale (Appendix 2): B1.1–B1.2

Cultural skills

The pupils will

- be familiar with Finnish society, culture, and manners
- understand and appreciate multilingualism and multiculturalism
- understand and know how to relate the values of Finnish culture to those of their own cultures.

Language study skills

The pupils will

- have become accustomed to making regular use of working approaches found effective in studying languages.

Finnish for Sami-speakers

The syllabus for Finnish for Sami-speakers is intended for pupils who are studying Sami as their mother tongue. The task of the instruction is to strengthen the pupils' bilingualism and awareness of the Finnish language. The basic instructional tasks are to interest the pupil in language, literature, and interaction, and to guide the pupil in making observations about them.

The instruction proceeds from the pupil's linguistic and cultural experiences. The instruction must offer opportunities for collective experiences with spoken communication, reading, and writing. The instruction must support the pupil's Sami identity and self-esteem. Active communication and reading skills for participating and exerting an impact in society constitute the objective.

The general objectives of instruction are to support the pupil's growth towards advanced bilingualism and to create the prerequisites for the pupil to function as an equal member of the Sami- and Finnish-language communities.

The main language and communication contents of the syllabi in Finnish for Sami-speakers and Sami as mother tongue are similar. The syllabi are taught so that the syllabus for Finnish for Sami-speakers supports and deepens mother tongue learning and bilingualism. The skills treated and learned in the mother tongue instruction can be deepened in the Finnish-for-Sami-speakers instruction, and vice versa.

In the first and second grades, the main task of instruction in Finnish for Sami-speakers is to create a foundation for the language learning that has begun at home, in day care, and in pre-primary education. The instruction must consist of comprehensive written and oral communication that is relevant to the pupil's daily life, covers all areas of language, and supports his or her individual language learning. The instruction must make allowances for the fact that the pupils may be at very different stages of their language usage and learning processes.

OBJECTIVES

The pupils' interaction skills will increase

The pupils will

- learn to use the Finnish language
- become accustomed to interactive situations at school
- learn to listen with concentration
- learn to ask and answer questions and to relate their own knowledge, experiences, thoughts and opinions
- develop their overall linguistic and physical expression.

The pupils' reading and writing skills will develop

The pupils will

- learn the basic techniques of reading and writing, and concepts necessary to learning those techniques; they will learn to understand the importance of practice and regular reading and writing
- develop their reading and writing skills, including their media literacy, and their communication capabilities, in an information-technology learning environment
- learn to observe themselves as readers and writers
- gradually learn to take conventions of written language into account when writing their own texts
- come to master the main spelling differences between Finnish and Sami.

The pupils' relationship with literature and language will take shape

The pupils will

- become acquainted with the written form of language through their listening and reading; their vocabularies and stores of expression will become richer; and they will obtain material for their thought and expression
- take an interest in Finnish children's literature, learn to select interesting reading for themselves, and read books that correspond to their reading abilities
- become accustomed to examining language and its meanings and forms
- become accustomed to the fact that texts are also spoken of by using such concepts as sound, letter, syllable, sentence, terminal punctuation, heading, text, and illustration.

CORE CONTENTS

Interaction skills

- oral and written expression in a variety of interactive situations at school; one-on-one, small-group, and class discussions
- focused, literal, and inferential listening
- practising the bold use of Finnish, for example during times for stories, fairy tales, and telling about one's experiences
- processing what one has heard, seen, experienced, and read, through improvisation, narration, play, drama, with integration of the material into other arts subjects
- reinforcement of listening to various sounds, syllables, and words, and of understanding of a text's plot and content, with the aid of various listening assignments.

Reading and writing

- diversified daily reading and writing
- analysing printed and electronic texts through group discussion
- ample practice with sound-letter correspondence
- practice with written language and standard language
- offering possibilities for independent reading
- recognition of words, progressing from short words towards long, unfamiliar words; gradual shift from reading aloud to silent reading, too
- breaking down speech into words, syllables, and sounds; practice with writing words
- drawing letter shapes, learning capital and lower-case printed and cursive letters, and combining letters (see Appendix 1 for model letters, numbers, and punctuation marks)
- learning to write on a computer
- practice with spelling at the word and sentence level: word breaks, capital initial letters in familiar names and at the beginning of a sentence, introduction to terminal punctuation and initial practice with its use
- practice with the main spelling differences between Sami and Finnish: äng sound; long and short vowels; k, p and t at the beginning of words and within words
- production of texts based on one's own everyday experiences, observations, opinions, and imagination, so that the main focus is on content and the joy of creation

Literature and language

- literature and other texts, listening to the teacher reading, looking at illustrations, and gradually reading by oneself
- introduction to various texts (fairy tales, narratives, comic strips, poems, non-fiction books, etc.)
- reading and treating books: discussion of books read, in connection with which concepts of principal character, setting, and plot; connecting what one has read with one's own life, and what one has already read, heard, and seen
- listening to talking books

- introduction to Finnish and foreign literature for children
- practice with using class, school, and public libraries

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE SECOND GRADE

The pupils' interaction skills will have developed so that they

- are becoming accustomed to speaking Finnish fluently
- have become accustomed to expressing themselves orally: they will know how to relate their observations and experiences to a small group so that the listeners are able to follow the narration
- know how to act appropriately in everyday speaking situations; they will follow narrations and discussions by the teacher and other pupils and, as speakers, will strive for reciprocity; in discussion they will react to what they have heard with their own thoughts and questions
- participate with concentration in exercises in expression.

The pupils' skills in reading and writing will have developed so that they

- have progressed from the beginning-reader stage to that of reinforcing basic technique; their reading will be fairly fluent, and they will be able to cope with reading most texts intended for their age group
- have begun to observe, when reading, whether they understand what they are reading; they will be able to draw conclusions about what they have read
- know how to express themselves in writing, too, so that they cope with writing situations in their day-to-day lives; they will also know how to use imagination in their writing
- know how to connect letters when writing by hand, and how to produce their own texts by computer
- are becoming accustomed to writing easy and familiar words, and have begun to use terminal punctuation in their sentences, and capital letters at the beginning of a sentence
- know how to write brief narratives or stories.

The pupils' relationship with literature and language will have taken shape so that they

- look for pleasant reading that is appropriate for them; they will use their reading proficiency for entertainment and to find information
- have read at least a few children's books appropriate to their reading skills; their media literacy will suffice for following programmes oriented to their age group
- are able to make observations characteristic of their age group regarding language; they will feel encouraged to analyse the syllable and phonetic structure of words, to rhyme, and to ponder the meanings and forms of words; they will know how to list the Finnish language's letters in alphabetical order and will use alphabetical order
- have become accustomed, when talking about language and texts, to using the concepts taught.

The main task of instruction in Finnish for Sami-speakers in the third through fifth grades is the learning of basic skills in the Finnish language. The instruction is aimed at the achievement of fluent reading and writing skills, the deepening of reading comprehension, and growth in information acquisition skills. The pupil is guided in listening to, reading, and producing different types of texts. The instruction deepens writing skills in the Finnish language and knowledge of the primary spelling differences between Finnish and Sami. By both reading literature and diversified writing, the development of the pupil's reading skill, store of expression, imagination, and creativity is also supported. The pupils become practised in sharing and treating their own reading experiences and also get an introduction to Finnish literature for children and young people.

OBJECTIVES

The pupils' interaction skills will increase

The pupils will

- learn the skills of an active listener and communicator in various communication situations; they will feel encouraged to participate in discussions and strive to take the recipient into account in their communication
- learn to function in text environments in which words, illustrations, and sounds interact with one another
- develop their own narrative skills and overall expression.

The pupils' skills in interpreting and utilizing various texts will develop

The pupils will

- learn to read various texts fluently; they will become accustomed to observing and evaluating themselves as readers and will read texts characteristic of their age group, and their vocabularies will grow
- become acquainted with various ways of reading and become practised in using strategies that improve reading comprehension
- learn to select appropriate reading for different purposes; they will become accustomed to pondering and expressing the ideas awakened by texts and to connecting them to their own lives and environment
- learn to look for information from different types of age-appropriate sources.

The pupils' skills in producing texts and utilizing them for different purposes will develop

The pupils will

- learn to construct various texts both orally and in writing
- develop their self-expression skills; their vocabularies will grow and become more precise; they will become accustomed to evaluating their own expression
- learn to write fluently by hand; they will gain experience with producing various texts with word-processing programs and learn to use communications media.

The pupils' relationship with language, literature, and culture will deepen

The pupils will

- become acquainted with the cultures of their own countries and other peoples through literature, theatre, and film
- read an abundance of diverse literature for children and young people and learn to choose reading appropriate to themselves; their positive attitude towards reading will be preserved
- increase their interest in the operation of language; they will come to understand the fundamentals of grammatical description and will learn to observe and place value on the languages spoken in their environment
- learn a basic knowledge of the media and make use of the media purposefully.

CORE CONTENTS

Interaction skills

- introduction to basic factors in communication; observing interaction
- narrating and rendering accounts, presenting one's own opinion, doing business, formulating questions, taking turns in a discussion, learning active listening, ways of courtesy
- practising skills in appearing before a group
- enriching one's own narration and expression, for example by means of drama and games

Text comprehension

- practice with focused listening and listening for comprehension
- skimming, reading to search, literal reading, and inferential reading
- anticipating the content and structure of texts on the basis of illustrations, headings, prior reading experiences, and advance knowledge
- distinguishing a text's main elements from its details, summarization, use of intermediate headings, posing questions, drawing conclusions, and evaluating what one has read and heard
- drafting outlines and schematics, comparing texts, and pondering their ideas

Preparing compositions and oral presentations

- preparing and using a glossary, establishing contact with an audience, sequencing and illustrating a presentation, practice with voice control
- explaining and depicting a familiar thing, giving a narration with a plot, assembling acquired information, expressing and justifying an opinion
- planning, editing, and adding finishing touches to one's own text
- receiving and giving feedback
- use of headings and paragraphing, practice with drafting and using outlines and schematics
- practising clear, fluent handwriting
- fundamentals of spelling; emphasizing the differences between Finnish and Sami in special cases, including among other things the long vowel and the consonants k, p, and t at the beginning of a word; practice with use of the standard language

Information management skills

- use of various non-fiction books
- analysing various non-fictional texts
- introduction to the content and grouping of materials in libraries; searching for and reserving books; simple internet information searches and practice with the phases of an information search, with guidance

Tasks and structure of language

- examining the meaning of words in a textual context
- grouping words on the basis of meaning and inflection; principles of inflection and breakdown of parts of speech; examining the use of parts of speech; grouping of words
- distinguishing subject and predicate in simple clauses
- comparison of oral and written texts

Literature and other culture

- reading of various texts; introduction to literary genres
- treating various texts and sharing one's own reading experience, for example by relating, discussing, writing about, dramatizing, critiquing, or summarizing what one has read
- main concepts of literature and their use: plot, principal and minor characters, setting
- looking for connections between literature and the other arts

DESCRIPTION OF GOOD PERFORMANCE AT THE END OF THE FIFTH GRADE

The pupils' interaction skills will have developed so that they

- venture to express themselves both orally and in writing in various situations, and want to develop their skills with expression and interaction; they will know how to take a turn to speak in a discussion situation
- relate and describe their observations and thoughts and compare them to observations made by others; in their own communication they will to some extent be able to take the communication situation and the means of communication into account; they will strive to make their messages understandable and to reach the recipient
- know how to listen to others' thoughts and to form their own opinions, which they will strive to justify
- be able to hold a small-scale oral presentation before a familiar audience, using a clear voice and their own spoken language
- participate actively in expression exercises.

The pupils' skills in interpreting and utilizing various texts will have developed so that they

- find the essential elements in texts, including those containing words, sound, and illustrations
- have attained an almost fluent basic reading proficiency, and are able to read complete works
- know how to use strategies that improve reading comprehension

- know the main phases of information acquisition
- have become accustomed to using a library and are able to look for the information they need in printed and electronic sources
- distinguish opinion in an age-appropriate text and weigh the dependability of the text and its importance to themselves
- use their reading skills for both pleasure and practical benefit.

The pupils' skills in producing texts and utilizing them for different purposes will have developed so that they

- know how to produce a variety of texts, such as narratives, descriptions, and instructions, orally and in writing
- plan, and develop ideas for, their texts' contents, and are able to construct texts based on information, experience, and imagination; the writer's own voice and a growing vocabulary will be evident in their compositions
- understand the meaning of sentence structures and paragraphing in organizing a text, and know how to use their knowledge in planning and producing a chronologically progressing text; they will know how to use sentences of differing length in their texts, and how to combine them fairly fluently
- know how to produce text with word-processing programs
- know how to print, and have developed legible cursive handwriting
- master the fundamentals of spelling as regards the use of capital and lower-case initial letters and the formation of compound words; use terminal punctuation correctly; and have become used to using other punctuation, too.

The pupils' relationship with language, literature, and other culture will have taken shape so that they

- utilize their linguistic observations and skills in producing their own texts and in understanding both their own and others' texts
- have become accustomed to examining a text as a whole and to distinguishing its parts, and know how to search for and classify words in texts on different bases and to group words into parts of speech, according to meaning and inflection
- know that time and person can be stated with verbs
- discern subject and predicate in sentences in a simple text, and discern the sentence as a part of the text
- know about the differences between the spoken and written forms of language and make use of those differences in their expression
- have read Finnish-language literature and know a few writers
- are able to select interesting reading for themselves and know how to describe themselves as readers; they will expand their knowledge by reading, gain experiences, and develop their imagination
- have also acquainted themselves with fiction created by means of film, theatre, and the media.

In the sixth through ninth grades, the core task of instruction in Finnish for Sami-speakers is to broaden the pupil's language-usage skills from the personal skills needed in a familiar, immediate sphere towards the demands of standard Finnish and text genres new to the pupil.

The pupils are guided in perceiving their bilingualism and their objectives as users of language. The aim of the instruction is for the pupils to progress in interpreting and analysing texts, and in understanding their own opportunities for influence. The task of the instruction is to encourage the pupils both to read and evaluate literature and media texts and to develop themselves as users of language. The instruction guides the pupils in acquiring a general knowledge of literature, and spurs them to investigate language.

OBJECTIVES

The pupils' interaction skills will increase

The pupils will

- develop their communication abilities and sense of situation
- become practised in acting purposefully, thus building an interactive relationship in speaking, reading, and writing situations at school and elsewhere, in various communication environments, including bilingual and multilingual communication situations
- strive to preserve an atmosphere conducive to interaction; they will become accustomed to there being differing viewpoints and ways of taking part in interaction.

The pupils' skills in interpreting and utilizing various texts will develop

The pupils will

- become practised as active, critical readers and listeners; their interpretive and evaluative reading and listening skills will improve
- improve their knowledge of types and genres of text and become accustomed to anticipating what sort of reading, listening, or information acquisition method the text genre and objective call for
- become accustomed to the process of obtaining and using information, and know how to utilize sources.

The pupil's skills in producing texts and utilizing them for different purposes will develop

The pupils will

- develop into versatile, original creators of texts who, when speaking or writing, know how to utilize the language knowledge they have gained
- feel encouraged to bring up and justify their viewpoints, and to comment constructively on the ideas of others

- become used to planning their communication and progressing purposefully in their speaking and writing assignments
- learn to take into account, in their texts, the situation, the medium of communication, and the recipient.

The pupils' relationship with language, literature, and culture will deepen

The pupils will

- gain a basic knowledge of the Finnish language and its structure, variation and changes
- diversify their reading pursuits: their knowledge of literature will deepen, and they will get to know both the history of Finnish literature and classics from other countries
- gain further experience with the techniques of expression used in theatre and film
- get a sense of the power of the media and texts to generate images, shape one's conception of the world, and guide people's choices
- get an introduction to various cultures through literature, theatre, and the media
- develop tolerance towards speakers of different languages.

CORE CONTENTS

Interaction skills

- basic knowledge of interaction; of the content, structure and manner of expression of texts; of the goal and medium of communication; and of the communication relationship
- practice with diversifying one's genres of speech and progressing in accordance with an assignment, in different types of discussions and communication situations
- timing and dimensioning a spoken communication, choosing the form of language, procedure in conflict situations, making use of differing viewpoints, giving and receiving feedback
- reinforcing the courage to communicate and confidence in communication; practice with presenting and defending one's viewpoints; developing one's ways of expression
- evaluating one's own reading, communication, and media-use habits and skills

Text comprehension

- practice with evaluative listening and listening for comprehension
- skimming, reading to search, literal reading, and inferential reading; strengthening mastery of reading processes
- building bridges between text and recipient; sharing reading experiences
- interpretation and study of literary texts as providers of experiences and developers of viewpoints
- explanatory, descriptive, instructive, narrative, reflective, and position-taking types of text in factual and pure literature
- text genres central to the culture; examination of texts as structural and meaningful wholes
- examination of texts' verbal, visual, and auditory techniques as builders of meaning

- summarizing a text's content; recognizing, analysing, and evaluating opinion material and the author's objectives and techniques from the standpoint of impact; comparing texts from different perspectives
- looking for and evaluating viewpoints, values, and attitudes concealed in speech, writing, and illustrations

Preparing compositions and oral presentations

- defining the objectives of one's own texts and work, and regularizing the processes of creating text
- practice with normal organizational methods; strengthening skills in sequencing, beginning, and ending
- orienting texts towards different target groups and various media and communication situations
- producing fictional pieces that create new worlds and depict one's own experiences and viewpoints
- learning standard spoken language and a courteous manner of expression and communication that takes the listener into account
- regularization of spelling
- study and systematic development of the content, language, and form of texts; evaluation of texts
- writing different types of texts, both by hand and utilizing information technology
- diversification of means of expression

Information management skills

- acquisition of information from different types of sources; planning information acquisition and evaluating the dependability and comprehensibility of sources
- practice with note-taking and simple source notations; selecting and grouping materials and assembling them into a presentation

Relationship with language, literature, and other culture

- basic knowledge of Finland's language situation and the importance of one's native language, bilingualism and multilingualism
- history and variation of the Finnish language
- study of the structure of the Finnish language
- creating a basis for a general literary education: knowledge of main works and their writers, Kalevala, the folk tradition, and the main historical phases of Finnish literature
- reading complete works, individual short stories, poems, and other short texts
- classification of literature into main genres and certain sub-genres
- primary stylistic breakdown of texts: distinguishing marks of romantic, realistic, and modernist texts
- analysis and interpretation of fictional structures, using concepts appropriate to the grade
- gaining experiences with theatre and film; analysis and sharing of experiences

FINAL-ASSESSMENT CRITERIA FOR A GRADE OF 8

The pupils' interaction skills will have developed so that they

- want and venture to express themselves orally and in writing, presenting themselves as both individuals and members of a group
- demonstrate skill in inferential and evaluative listening
- know how to take a turn to speak in idea-trading and problem-solving discussions and other group communication situations, and how to present a proposal, a position, a question, further information, and justifications
- further the group's attainment of an objective and know how to act constructively in a situation in which there are differences of opinion about issues
- know the primary differences between the spoken and written forms of language, and take into account the communication situation, recipient, and means of communication, for example when choosing the form of language
- are able to observe and evaluate their skills with the Finnish language; they will accept feedback and utilize it to develop their skills; they will also provide constructive feedback to others and work purposefully both alone and in a group.

The pupils' skills in interpreting and utilizing various texts will have developed so that they

- know how to establish a dialogue with a variety of texts - how to ask questions, summarize, comment, object, present interpretations, and evaluate and ponder a text's connections to their own experiences and thoughts
- know the possibilities for using a variety of texts, and know how to orient themselves in many types of text environment
- read texts, including media and internet texts, using the appropriate way of reading
- distinguish common text types within entire texts
- know how to compare texts and find the essential matters of content as well as the author's opinion and its justifications
- know how to summarize the plot of a fictive text, to prepare characterizations, and to follow the development of characters and their inter-relationships
- know how to describe a poem and present ideas from it
- know that a text has an author and purpose that influence its content, form, and expression
- are able to make observations and draw conclusions about the visual and auditory techniques of texts
- are able to use the concepts taught regarding linguistic and textual knowledge when making observations about texts, and to use literary knowledge when dealing with fictional texts.

The pupils' skills in producing texts and utilizing them for different purposes will have developed so that they

- know how to use a library, non-fictional and literary works, data networks, and orally transmitted folklore; they will know how to select and state their sources of information
- know the process of drafting a composition or oral presentation and apply their knowledge in producing texts
- assemble sufficient materials for their presentations, organize the materials, and bring out the essence of the matter; the train of thought in their texts will be easy to follow
- are able to prepare oral and written texts for different purposes, including descriptions, narratives, definitions, summaries, reports, letters, applications, and letters to the editor
- are able to produce their texts both by hand and with a word-processing program and to utilize information technology and the media otherwise in their work, too
- know how to utilize their knowledge of language in producing texts and making choices of style, vocabulary, and structure; they will know how to regulate the length and structure of sentences and, as needed, to condense their texts
- apply, in their texts, their knowledge of courtesies, spelling practices, and the differences between the spoken and written forms of the language.

The pupils' relationship with language, literature, and culture will have developed so that they

- have achieved a reading proficiency sufficient for reading entire books
- find non-fiction, pure literature, and other texts that interest them, and know how to justify their choices
- have read both Finnish and foreign poems, fairy tales, stories, examples of dramatic texts, and comic strips, and know poems from Kalevala, as well as other folklore
- know the main genres of literature, the typical primary breakdown of texts, and some classics of literature
- are able to share their reading and viewing experiences with others
- know how to speak about a language's vocabulary and phonetic, formal, and sentence structures; they will have a knowledge of parts of speech and the most important sentence components; they will know the main characteristics of the Finnish language and be able to compare Finnish to their native language; they will have a sense of the linguistic relationship between Finnish and Sami, and of the other languages related to Finnish
- know that the Finnish language varies according to the context, user, and geographic area
- understand change in language, and the position of Finnish among other languages
- are familiar with Finland's linguistic situation, know about Finland's official languages, and understand the meaning of mother tongue, bilingualism, and multilingualism to the speaker, and the importance of language for identity.

Finnish for users of Finnish sign language

The general objective of instruction in Finnish for users of Finnish sign language is to support the pupils' linguistic development so that they attain the highest possible level of bilingualism, on the strength of which they can study and function as equal members of both the Finnish-speaking and sign language communities. A further objective is that the pupils take an interest in the Finnish language and in interaction and diversified communication based on Finnish, and use Finnish as a tool for information acquisition and self-expression, thus developing their skills as active communicators and readers so as to provide a vehicle for participation and influence. The aim is that the pupils learn to compare the means of expression and structures of Finnish and Finnish sign language, enjoy reading Finnish-language literature, and gain an abundance of stimuli from it. The texts and literature used in the instruction are selected so that the pupils also gain knowledge about the Finnish sign language community and its history and traditions.

The areas of instruction in Finnish for the Finnish sign language pupil are reading, writing, text comprehension, literature, and, as possibilities allow, speaking. The pupil's linguistic background, proficiency level in Finnish sign language and Finnish, learning abilities, and level of hearing influence the choice of individual objectives in instruction.

The syllabi in Finnish sign language as mother tongue and Finnish for users of Finnish sign language include, to some extent, similar core contents in language learning and communication. The syllabi support each other and deepen mother tongue learning and bilingualism. They also serve as a foundation for learning other languages.

The main emphasis in instruction in the first and second grades is on the learning of basic Finnish-language skills. On that basis the instruction proceeds to develop linguistic proficiency in Finnish. The objective is to encourage the pupils to use the Finnish they already know and are learning in school to a variety of interactive situations.

In the third through fifth grades, the instruction emphasizes the use of Finnish as a means of both self-expression and the acquisition of skills and information. It is also the objective of the instruction that the pupils learn the stylistic and usage rules of Finnish in a variety of interactive and communication situations.

In the sixth through ninth grades, stress is placed on developing and deepening Finnish-language knowledge and skills, and on mastering the language's structures and written expression, so that the pupil can function as an equal member of the Finnish-speaking community.

The syllabus for Finnish for users of Finnish sign language is to be formulated so that, in defining the syllabus's objectives and content, attention is given to the pupils' prerequisites to the extent that they affect the attainment of the objectives. The syllabus for Finnish for users of Finnish sign language may be formulated from the objectives and core contents defined in the syllabus for either Finnish as a mother tongue or Finnish as a second language. In this case, pupil assessment is also determined according to whichever of the two syllabi the syllabus for Finnish for users of Finnish sign language has been based on. The syllabus is drafted with special emphasis on the following objectives and contents:

OBJECTIVES

The pupils will learn to

- use the Finnish language naturally in different types of learning, information acquisition, and communication situations

- observe and be aware of the similarities and differences between the vocabulary and grammatical structures of Finnish sign language and Finnish, on the one hand, and, on the other, the signs and grammatical structures of Finnish sign language
- observe and be aware of the similarities and differences between the Finnish-language and Finnish sign language cultures
- function in the Finnish-language culture, understand the roots of the sign language and Finnish-language cultures, and appreciate both.
- know the main differences between written and spoken language, and between standard and colloquial language
- understand texts dealing with different academic subjects and general themes, read independently, and select literature appropriate to their purposes; they will be motivated to develop their linguistic skills with the aid of literature, and to find experiences in literature
- produce a diversity of texts for different intended uses
- make diverse use of different media in Finnish-language communication, and take into consideration the main language-usage and style rules for each medium and communication situation
- understand the linguistic and interactive processes associated with interpreted-communication situations
- know about the linguistic situation prevailing in Finnish society and understand the meaning of mother tongue, bilingualism, multilingualism, and multiculturalism to their own identities.

CORE CONTENTS

- encouraging the use of Finnish in a variety of language-usage situations
- expanding the pupil's command of Finnish vocabulary and ways of expression
- familiarization with Finnish grammar
- comparison of written, spoken, and signed forms of language
- comparison of the literary, standard, and spoken forms of language
- introduction to different kinds of texts and literature
- production of texts for various intended uses
- diversified practice with use of media
- use of Finnish-language notes and manuscripts in preparing for Finnish sign language presentations
- familiarization with the Finnish and Finnish-language culture of manners and traditions, and its comparison with the Finnish sign language community's culture of manners and traditions

Swedish for users of Finnish sign language

Instruction in Swedish for users of Finnish sign language adheres as applicable to the objectives and contents of instruction in Finnish for users of Finnish sign language.